

**Part B State Annual Performance Report (APR) for FFY 2012****Overview of the Annual Performance Report Development**

The February 3, 2014, Annual Performance Report under Part B of IDEA serves as Montana's accountability report on its performance relative to state performance targets identified in its State Performance Plan (SPP) submitted to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on December 2, 2005. The Annual Performance Report contains actual target data from the FFY 2012 reporting period (July 1, 2012-June 30, 2013) and other responsive APR information. A copy of the State Performance Plan is available on the Office of Public Instruction's (OPI) Web site at [www.opi.mt.gov/speced/](http://www.opi.mt.gov/speced/).

In the development of the Annual Performance Report and the updated State Performance Plan, the OPI staff collected data from the multiple data collections currently implemented by the OPI, worked collaboratively with the Director of the Part C program to collect data for children who are referred by Part C to Part B for determination of eligibility for services under IDEA Part B, and conducted an analysis of the data through review of performance at both the state and LEA levels. Following this review, and to ensure broad stakeholder involvement, the data, its analysis, and improvement activities were shared and discussed with the state Special Education Advisory Panel on January 23-24, 2014. The Panel carefully reviewed and discussed the performance data for each of the indicators, including any progress or slippage.

**Data Collection and Reporting**

The Office of Public Instruction has continued to upgrade its electronic data collection and reporting system to ensure the collection of valid and reliable district-level data. Technical assistance guides, video streaming, and 'on time' technical assistance are made available to LEAs to ensure school personnel have the necessary information to submit valid and reliable data. Data verification procedures, at the state level, continue to be implemented to ensure the collection and reporting of valid and reliable data. In addition, the OPI completed the implementation of its student-based reporting system that will be the single reporting system for all student-level data.

**Statistical Methods Used**

To ensure statistically sound data when assessing the state's progress in meeting its established performance target, a minimum number (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Montana is considered a frontier state with an exceptionally low-density population and a large number of rural schools. Fifty-five percent of our schools have fewer than 100 students enrolled. Eighty-four percent of Montana's districts are eligible under the Small, Rural School Achievement Program (SRSA). Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet its target, based on measurement/sampling error.

**Dissemination of the State Performance Plan and Annual Performance Report to the Public**

The February 3, 2014, Annual Performance Report and revised State Performance Plan will be made available to the public via the OPI Web site at [www.opi.mt.gov/speced](http://www.opi.mt.gov/speced) by no later than March 1, 2014. An electronic announcement of the report with links to the State Performance Plan and Annual Performance Report will be sent to the authorized representatives of the LEAs, directors of special education, to the parent training and information center PLUK, to Disability Rights Montana (DRM) and to state and regional CSPD Council members. Hard copies of both documents are given to members of the state Special Education Advisory Panel.

**Annual Report to the Public Regarding the Measurable and Rigorous Targets**

In accordance with 20 U.S.C. 1416(b)(C)(ii), the OPI will report annually to the public on the performance of each local educational agency (LEA) on the targets in the State Performance Plan. The report on performance of LEAs will be made available to the public on the OPI Web site at <http://gems.opi.mt.gov/StudentCharacteristics/Pages/SpecialEducationDistrictPerformance.aspx>

no later than June 1, 2014. The OPI will not report any information on performance to the public that would result in the disclosure of personally identifiable information about individual children or data that is insufficient to yield statistically reliable information.

The LEA performance results are incorporated as a part of the IDEA Consolidated E-Grants system. The electronic LEA application for IDEA funds contains objectives related to each of the state performance indicators. If an LEA has failed to meet a performance target, the LEA is required to identify an improvement activity(ies) it will conduct that will result in improved performance.

Questions regarding this report should be directed to the OPI, Division of Special Education, at 406-444-4429.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

[20 U.S.C. 1416 (a)(3)(A)]

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Montana's graduation rate is an estimated cohort group rate that is calculated by the method recommended by the NCES:

$$g_t / (c + g_t + d_{12t} + d_{11(t-1)} + d_{10(t-2)} + d_{9(t-3)})$$

Where:

$g$  = # of graduates receiving a standard high school diploma in standard # of years

$c$  = completers of high school by other means

$t$  = year of graduation

$d$  = dropouts

12, 11, 10, 9 = class level

All students graduating in Montana receive a standard high school diploma and will be counted as a graduate. Students receiving a GED are not included as graduates when calculating graduation rates. Montana's definition of a dropout is consistent with the requirements of the NCES Common Core of Data (CCD) reporting. According to Montana's definition, a dropout is an individual who:

- Was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count; or
- Was not enrolled at the beginning of the previous school year but was expected to enroll and did not reenroll during the year ("no show") and was not enrolled on the date of the current school year October count; and
- Has not graduated from high school or completed a state- or district-approved high school educational program; and
- Has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

FFY	Measurable and Rigorous Target
2012	Given a minimum N of 10, students with disabilities will meet an 80% graduation rate, within a 95% confidence interval.

**Actual Target Data for FFY 2012**

Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate. This estimated cohort method utilizes both dropout and graduate data and uses data from four consecutive years. Graduation rate, defined as "the percentage of students who graduate from secondary school with a regular diploma in the standard number of years" (i.e., "on-time") is the required additional indicator for public high schools in Montana's AYP determinations.

Target data for FFY 2012 for special education graduation rates are provided in Table 1.1 below. The data used is for the 2011-2012 school year.

**Table 1.1 Montana Graduation Rates for School Year 2011-2012**

School Year	Graduate Count for Special Education	Total Special Education School Leaver Cohort	Graduation Rates for Special Education
	(a)	(b)	% = a/b * 100
2011-2012	871	1,081	80.6%

For FFY 2012, the data indicate that the school leaver cohort was 1,081 students with disabilities. Of this cohort, 871 students with disabilities graduated high school with a regular diploma. The result is a graduation rate of **80.6** percent for students with disabilities. This result represented an increase from the 69.2 percent graduation rate for students with disabilities for FFY 2011.

### Assessing State Progress in Meeting the FFY 2012 Performance Target

The data in Table 1.2 below demonstrates Montana's progress in meeting its performance target for FFY 2012.

**Table 1.2 Montana Performance Target Status for FFY 2012**

School Year	Graduation Rate for Special Education	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2011	State Performance Status
2011-2012	80.6%	82.8%	78.1%	80.0%	<b>Target Met</b>

The FFY 2012 target for this indicator is **80 percent**, given a minimum N of 10 and within a 95 percent confidence interval. In comparing the established performance target to the range of values in the confidence interval, the graduation rate for FFY 2012 fell within the confidence band. We can conclude that the FFY 2012 graduation rate for students with disabilities of **80.6 percent** is higher than the performance target. Therefore, Montana **has met its performance target** of 80 percent, within a 95 percent confidence interval. This result represented an increase in the graduation rate for students with disabilities from previous years.

### LEA Review

Montana conducted a review of 162 LEAs that serve high school students to determine whether the LEA graduation rate met the state's established performance target for FFY 2012. Table 1.3 below presents the results of this review.

**Table 1.3 Montana LEA Performance Review Results for FFY 2012**

School Year	Number of LEAs With Exiting Data (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
2011-2012	131	24	18.3%	21	87.5%	3	12.5%

As Table 1.3 above indicates, 131 of the 162 LEAs serving students with disabilities, ages 14-21, reported students with disabilities leaving school over a four-year period. Of the 131 reporting LEAs, **18.3** percent had a school leaver count that met the minimum N of 10 necessary to yield statistically reliable information.

For the 2011-2012 school year, **87.5** percent of the LEAs, with a minimum N of 10, MET the state's performance target, while **12.5** percent did not. The graduation rates for the three LEAs that did not meet the state's performance target range from a low of 19.3 percent to a high of 64.4 percent. ..

Under indicator #15, it was reported that one LEA was issued a finding that was not corrected within one year. The identified noncompliance was corrected and the correction verified, consistent with the requirements of the OSEP's 09-02 memorandum, although not within one year. The finding was issued to a residential facility whose administration was in flux. New administration made the correction soon after assuming their position.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met its performance target for this indicator. As was discussed above, Montana adopted the ESEA graduation rate calculation and targets for this indicator as required by the Office of Special Education Programs (OSEP) in FFY 2008. A comparison of the data for three years shows an increase in the graduation rate for students with disabilities for FFY 2012. This follows a decrease in the graduation rate for students with disabilities seen in FFY 2011. These fluctuations in the graduation rate reflect changes in the actual numbers of students graduating. For FFY 2012 Montana saw a decrease of just over 400 students leaving school, but a decrease of only 163 in the number of students graduating. This resulted in a dramatic increase in the percentage of students with disabilities that left school by graduating. The OPI continues to have a concern regarding the graduation rates for all students and continues the Graduation Matters Montana initiative. This initiative is designed to bring more light on the graduation issues, to increase community involvement in Montana's schools, and to focus the entire state's energies on graduating all students college and career ready.

The OPI closely examines graduation rate data for all LEAs and continues to provide technical assistance to LEAs to improve graduation rates for students with disabilities.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance on each SPP performance indicator. In this system, any LEA that does not meet the statewide target for a particular indicator must indicate as a part of the annual application what activities will be undertaken to address that indicator.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012. *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development**

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school. [20 U.S.C. 1416 (a)(3)(A)]

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

The calculation method used in this report is an event rate (snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S.

Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout Rate calculation:

Dropout Rates are calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

$$\frac{\text{Number of special education dropouts, grades 7-12}}{\text{Number of students with disabilities enrolled in school as of October 1, grades 7-12}}$$

FFY	Measurable and Rigorous Target
2012	Given a minimum N of 10, decrease the dropout rate of students with disabilities to 4.8% within a 95% confidence interval.

#### Actual Target Data for FFY 2012

The data used for this indicator were the same data set that is used to report the Graduation Rate under the ESEA and that were used for Indicator 1 reporting. There is a one-year data lag for this indicator. Therefore, data is from the 2011-2012 school year. Target data for FFY 2012 for special education dropout rates are provided in Table 2.1 below.

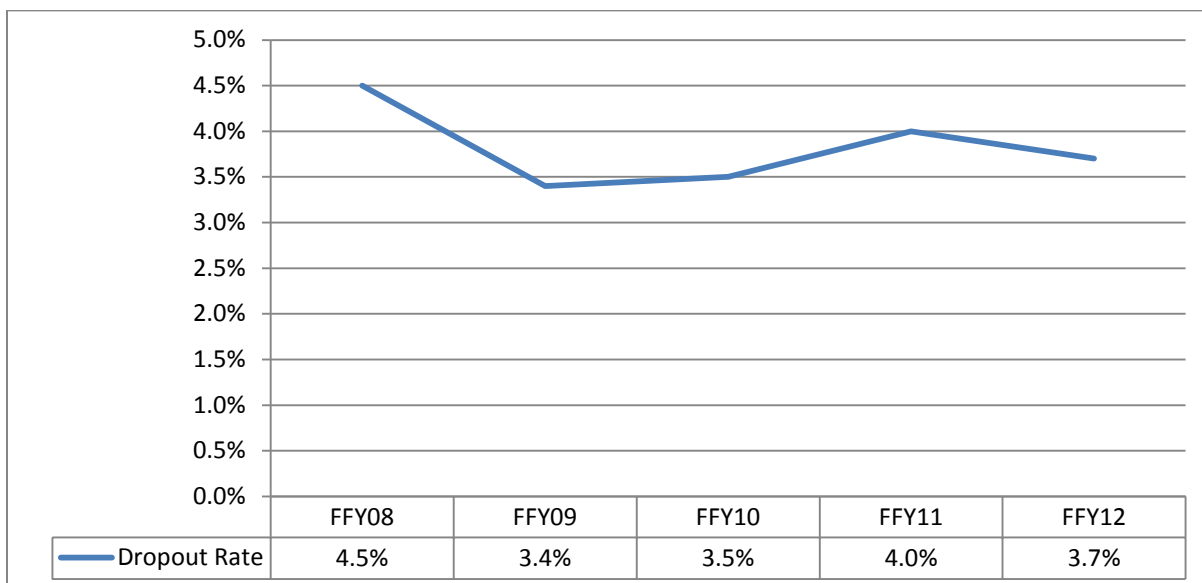
**Table 2.1 Montana Dropout Rates for School Year 2011-2012**

School Year	Special Education Dropout Count, Grades 7-12 <sup>1</sup> (a)	Special Education Student Count, Grades 7-12 <sup>2</sup> (b)	Special Education Dropout Rate % = a/b*100
2011-2012	260	6,956	3.7%
<sup>1</sup> Special education dropouts are reported for grades 7-12 each October. <sup>2</sup> Special education student count is the count of students with disabilities, grades 7-12, reported during the October enrollment count.			

For the 2011-2012 school year, 6,956 students with disabilities, in grades 7-12, were reported as enrolled in the school as of the first Monday of October. Of these students, 260 were reported as dropping out of school. The result is a dropout rate of **3.7 percent** for FFY 2012.

. The data for Montana continue to show a downward trend from the baseline year of 2008.

#### Figure 2.1 Montana Dropout Rates Trend Data



### Assessing State Progress in Meeting the FFY 2012 Performance Target

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2012 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 4.7 percent for FFY 2012, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval are applied to reduce the effect of variability due to small sample sizes.

**Table 2.2 Montana Performance Target Status for FFY 2011**

School Year	Special Education Dropout Rate	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target for FFY 2011	State Performance Status
2011-2012	3.7%	4.2%	3.3%	4.7%	Met Target

Target data for FFY 2012 indicate the dropout rate for students with disabilities is **3.7 percent** and the established performance target for FFY 2012 is 4.7 percent. In comparing the established performance target to the obtained dropout rate, we see that the dropout rate is lower than the established target. Therefore, given a sample size of a minimum N of 10, Montana has **met** its performance target within a 95 percent confidence interval.

### LEA Review

Montana also conducted a review to determine whether the LEA dropout rates met the state's established performance target for FFY 2012. The results of this review are presented in Table 2.3 below.

**Table 2.3 Results of Review of Montana LEA Performance for FFY 2012**

School Year	Number of LEAs With Students with Disabilities, Grades 7-12	LEAs With Minimum N of 10 (b)	LEAs With Minimum N of 10 Meeting State Performance Target (c)	LEAs With Minimum N of 10 Not Meeting State Performance Target (d)



	(a)						
		#	$\%=(b/a)*100$	#	$\%=(c/b)*100$	#	$\%=(d/b)*100$
2011-2012	320	137	42.8%	126	92.0%	11	8.0%

In FFY 2011, there were **320** LEAs reporting students with disabilities in grades 7-12. Of these LEAs, **137** had a minimum N size of 10 in order to calculate a dropout rate. The result is 126 LEAs (**92.0 percent**) met the state's performance target while 11 LEAs (**8.0 percent**) did not meet the state's performance target.

The following table (Table 2.4) presents the data on the LEAs that did not meet the state's performance target on special education dropout rates for FFY 2012.

**Table 2.4 Montana LEAs Not Meeting the State Performance Target for FFY 2012**

LEA	Size and Type of LEA	Count of Enrolled Students with Disabilities	Dropout Count for Special Education	Dropout Rate for Special Education
District 1	High School more than 1,250 students	315	25	7.9%
District 2	High School 401 to 1,250 students	46	6	13.0%
District 3	High School 401 to 1,250 students	81	8	9.9%
District 4	High School 201 to 400 students	40	6	15.0%
District 5	High School 201 to 400 students	30	6	20.0%
District 6	High School 201 to 400 students	52	6	11.5%
District 7	High School 76 to 200 students	16	3	18.8%
District 8	High School 76 to 200 students	14	4	28.6%
District 9	High School 76 to 200 students	13	3	23.1%
District 10	High School 76 to 200 students	21	3	14.3%
District 11	High School less than 75 students	20	15	75.0%

The data indicate a wide range of LEAs that did not meet the state's performance target for dropout rates. The size of the LEAs with dropout rates range from a school with more than 1,250 students to one with as little as 72 students. These LEAs are found in all areas of Montana.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met its performance target for the 2011-2012 reporting period. Montana has continued to meet its target for this indicator. The dropout rate for students with disabilities decreased from 4.0 percent as reported in the FFY 2011 APR to 3.7 percent for FFY 2012. The data showed a decrease in the number of LEAs that did not meet the target from 18 in FFY 2011 to 11 in FFY 2012. The OPI continues to have a concern regarding the graduation rates for all students and continues the Graduation Matters Montana initiative. This initiative is designed to bring more light on the graduation issues, to increase community involvement in Montana's schools, and to focus the entire state's energies on graduating all students college and career ready. An increased awareness of the issues surrounding dropout rates in general and specifically for subpopulations such as students with disabilities has greatly improved the efforts made at the LEA level to improve student retention and completion rates, but as can be seen from the data, schools still struggle at times to keep students engaged.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance on each SPP performance indicator. In this system, any LEA that does not meet the statewide target for a particular indicator must indicate as a part of the annual application what activities will be undertaken to address that indicator.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Overview of the Annual Performance Report Development

## Monitoring Priority: FAPE in the LRE

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the state's minimum "N" size that meets the state's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

[20 U.S.C. 1416 (a)(3)(A)]

**Measurement:**

- A. AYP percent =  $[(\# \text{ of districts with a disability subgroup that meets the state's minimum "N" size that meets the state's AYP targets for the disability subgroup}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the state's minimum "N" size})] \times 100$ .
- B. Participation rate percent =  $[(\# \text{ of children with IEPs participating in the assessment}) \div (\text{total } \# \text{ of children with IEPs enrolled during the testing window, calculated separately for reading and math})]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent =  $[(\# \text{ of children with IEPs enrolled for a full academic year scoring at or above proficient}) \div (\text{total } \# \text{ of children with IEPs enrolled for a full academic year, calculated separately for reading and math})]$ .

FFY	Measurable and Rigorous Target
2012	<p><b>A. Within a 95% confidence interval, 41.5% of districts will meet the state's AYP objectives for progress for the disability subgroup.</b></p> <p><b>B.1 Within a 95% confidence interval, 95% of SWD will participate in the state-level assessment for Reading.</b></p> <p><b>B.2 Within a 95% confidence interval, 95% of SWD will participate in the state-level assessment for Math.</b></p> <p><b>C.1 Within a 95% confidence interval, 33.5% of all students with disabilities tested will be proficient or above on the state-level assessment for Reading.</b></p> <p><b>C.2 Within a 95% confidence interval, 33.5% of all students with disabilities tested will be proficient or above on the state-level assessment for Math.</b></p>

**Public Reporting Information:** Public reports of AYP data, including assessment data, and the IDEA District Public Reports can be found on the OPI Web site using the following link: <https://data.opi.mt.gov/opireportingcenter/>.

### Actual Target Data for FFY 2012

#### Indicator 3A – AYP Objectives

Target and trend data on the percent of LEAs that have a disability subgroup that meet the minimum N of 30 and meet Montana's overall AYP objectives for progress for the disability subgroup is provided in Table 3A.1 below. The data source for this data is the AYP data used for accountability reporting under Title I of the ESEA. In order to meet the AYP target for the disability subgroup, the district must meet the ESEA benchmarks in BOTH reading and math. Therefore, the target is reported for overall (reading and math).

**Table 3A.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall**

School Year	OVERALL			
	Number of LEAs with a disability subgroup meeting Montana's Minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Indicator 3A Performance Target
2012-2013	54	0	0.0%	41.5%
2011-2012	58	4	6.9%	41.5%
2010-2011	61	5	8.2%	41.5%
2009-2010	56	10	17.8%	41.0%
2008-2009	68	6	8.8%	41.0%
2007-2008	70	31	44.3%	40.4%
2006-2007	56	28	50.0%	39.0%

#### Analysis of Target Data for FFY 2012 (2012-2013 School Year)

The data indicate that there are 54 LEAs that meet Montana's minimum N size of 30. Of those LEAs, no LEAs met the AYP objectives for progress for students with IEPs. This results in 0.0 percent of LEAs with a minimum N size of 30 meeting Montana's AYP objectives for progress for students with IEPs.

An analysis of trend data indicates a decrease in both the number and percentage of LEAs meeting Montana's AYP objectives for the disability subgroup overall for the 2012-2013 school year. As can be seen from the trend data in Table 3A.1, the number of LEAs having a disability subgroup which meets the minimum N of 30 varies greatly from year to year. This is evidence of the effects of small group sizes on these data. The trend data suggest that student performance on the statewide assessments is increasing over time, just not at the same pace as the AMOs.

#### Assessing State Progress in Meeting the FFY 2012 Performance Target for Indicator 3A

The data presented in Table 3A.2 below is used to assess Montana's status in meeting its FFY 2012 performance target for the percent of LEAs meeting the overall AYP objectives for progress for students with disabilities. The state set a target, based on a sample size of a minimum N of 30, of **41.5** percent of LEAs will meet AYP objectives for progress for students with disabilities, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 30 and a confidence interval are applied to reduce the effect of variability due to small sample sizes.

**Table 3A.2 Montana Performance Target Status for FFY 2012 – Indicator 3A AYP Objectives**

School Year	Percent of districts meeting AYP objectives	Confidence Interval – High	Confidence Interval – Low	SPP Performance Target	State Performance Status
2012-2013	0.0%	6.6%	0.0%	41.5%	Did Not Meet Target

For FFY 2012, the percent of LEAs, who met the minimum N size of 30 for the disability subgroup, meeting overall AYP objectives for progress for students with disabilities, is **0.0 percent**. The established performance target is **41.5** percent. In comparing the performance target to the percent of districts meeting overall AYP objectives, we can conclude the obtained percent of LEAs meeting AYP objectives is statistically lower than the state's performance target. Therefore, Montana has **not met** its performance target within a 95 percent confidence interval.

**Indicator 3B – Participation Rates****Actual Target Data for FFY 2012 (2012-2013 School Year)**

Table 3B.1 below presents participation rates of students with disabilities on state-level assessments. The data is by content area and for each grade assessed for FFY 2012 (2012-2013 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for grades 3 through 8 and grade 10.

**Table 3B.1 Participation Rates of Students with Disabilities in State Assessments for FFY 2012**

Indicator 3B Measurement	Grade	READING							Total	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in grades assessed	1,138	1,203	1,141	1,087	1,021	1,047	999	7,636	
(b)	Regular assessment with no accommodations	384	331	304	236	274	325	372	2,226	29.2%
(c)	Regular assessment with accommodations	605	696	678	677	618	585	484	4,343	56.9%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment against alternate achievement standards	111	119	114	99	89	105	107	744	9.7%
(b+c+d+e+f)/a	Overall participation in reading	1,100	1,146	1,096	1,012	981	1,015	963	7,313	95.8%
<b>Children included in (a) but not in the other counts above</b>										
	Invalid Test Results	24	33	27	58	16	21	16	195	2.6%
	Children Not Tested-Other Reasons	14	24	18	17	24	11	20	128	1.7%

Indicator 3B Measurement	Grade	MATH							Total	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in grades assessed	1,138	1,203	1,141	1,087	1,021	1,047	999	7,636	
(b)	Regular assessment with no accommodations	390	329	300	235	272	333	362	2,221	29.1%
(c)	Regular assessment with accommodations	616	728	699	713	628	584	474	4,442	58.2%
(d)	Alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment against alternate achievement standards	111	119	114	99	89	105	107	744	9.7%

(b+c+d+e+f)/a	Overall participation in math	1,117	1,176	1,113	1,047	989	1,022	943	7,407	97.0%
<b>Children included in (a) but not in the other counts above</b>										
	Invalid Test Results	6	3	9	24	10	13	36	101	1.3%
	Children Not Tested-Other Reasons	15	24	19	16	22	12	20	128	1.7%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

The target data for the reading assessment indicate that **29.2** percent of students with disabilities participated in the regular assessment with no accommodations and **56.9** percent of the students with disabilities participated in the regular assessment with accommodations. In addition, **9.7** percent of students with disabilities participated in an alternate assessment against alternate achievement standards. Finally, the overall participation rate for students with disabilities for all grades assessed is **95.8** percent.

For math, the target data indicate that **29.1** percent of students with disabilities participated in the regular assessment with no accommodations and **58.2** percent participated in the regular assessment with accommodations. In addition, **9.7** percent of students with disabilities participated in an alternate assessment against alternate achievement standards. Finally, the overall participation rate for students with disabilities for all grades assessed is **97.0** percent.

Table 3B.2 below presents trend data on the participation rates of students with disabilities in state assessments for Reading and Math.

**Table 3B.2 Participation Rate Trend Data**

School Year	Count of Enrolled Students with IEPs	Reading		Math	
		Number Participating	Participation Rate	Number Participating	Participation Rate
2012-2013	7,636	7,313	95.8%	7,407	97.0%
2011-2012	8,679	8,387	96.6%	8,602	96.9%
2010-2011	8,934	8,585	96.1%	8,602	96.3%
2009-2010	8,882	8,440	95.0%	8,521	95.9%
2008-2009	9,001	8,550	95.0%	8,584	95.4%

Trend data show that Montana continues to meet the targets for participation rates of students with disabilities. There was a decrease in the number of enrolled students with IEPs in the last year.

**Assessing State Progress in Meeting the FFY 2012 Performance Target for Indicator 3B**

The data presented in Table 3B.3 below is used to assess Montana's status in meeting its FFY 2012 performance target for the percent of students with disabilities participating in state assessments. The state set a target of 95 percent of students with disabilities will participate in state assessments for both reading and math, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

**Table 3B.3 Montana Performance Target Status for FFY 2012 – Indicator 3B Participation Rates**

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities-participation count	Participation rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3B.1- Reading	7,636	7,313	95.8%	96.2%	95.3%	95.0%	Met Target
3B.2- Math	7,636	7,407	97.0%	97.4%	96.6%	95.0%	Met Target

For FFY 2012, the participation rate of students with disabilities for the state assessments in reading (Indicator 3B.1) is **95.8** percent. In comparing the established performance target of 95 percent to the range of values in the confidence interval, the performance target falls below the lower limit. We can conclude that the participation rate of students with disabilities is above the established performance target. Therefore, Montana has **met** its performance target for Reading, within a 95 percent confidence interval.

For FFY 2012, the participation rate of students with disabilities for the state assessments in math (Indicator 3B.2) is **97.0** percent. In comparing the established performance target of 95 percent to the range of values in the confidence interval, the performance target falls below the lower limit of the confidence interval. We can conclude that the obtained participation rate of students with disabilities is above the established performance target. Therefore, Montana has **met** its performance target for math, within a 95 percent confidence interval.

### **Indicator 3C – Proficiency Rates**

#### **Actual Target Data for FFY 2012 (2012-2013 School Year)**

Table 3C.1 below presents proficiency rates for students with disabilities on state assessments by content area and for each grade assessed for FFY 2012 (2012-2013 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for grades 3 through 8 and grade 10.

**Table 3C.1 Proficiency Rates of Students with Disabilities in State Assessments for FFY 2011**

Indicator 3C Measurement	Grade	READING							Total	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in grades assessed	1,081	1,133	1,078	1,023	953	974	938	7,180	
(b)	Students tested proficient or above in regular assessment with no accommodations	265	213	187	134	134	168	152	1,253	17.4%
(c)	Students tested proficient or above in regular assessment with accommodations	267	263	297	270	204	217	141	1,659	23.1%
(d)	Students tested proficient or above in alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Students tested proficient or above in alternate assessment against modified achievement standards									
(f)	Students tested proficient or above in alternate assessment against alternate achievement standards	86	87	79	89	82	84	94	601	8.4%
(b+c+d+e+f)/a		618	563	563	493	420	469	387	3,513	48.9%

Indicator 3C Measurement	Grade	MATH							Total	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in grades assessed	1,081	1,133	1,078	1,023	953	974	938	7,180	
(b)	Students tested proficient or above in regular assessment with no accommodations	207	176	138	79	75	72	51	798	11.1%

(c)	Students tested proficient or above in regular assessment with accommodations	126	149	152	98	88	72	28	713	9.9%
(d)	Students tested proficient or above in alternate assessment against grade-level achievement standards	State does not have an alternate assessment that tests children against grade-level standards or against modified achievement standards.								
(e)	Students tested proficient or above in alternate assessment against modified achievement standards									
(f)	Students tested proficient or above in alternate assessment against alternate achievement standards	71	82	66	71	78	80	88	536	7.5%
(b+c+d+e+f)/a	Overall proficiency rate in math	404	407	356	248	241	224	167	2,047	28.5%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

The target data for Reading indicate **17.4** percent of students with disabilities tested proficient or above in the regular assessment with no accommodations and **23.1** percent of the students with disabilities tested proficient or above in the regular assessment with accommodations. Further, in the alternate assessment against alternate achievement standards (CRT-Alt), **8.4** percent of students with disabilities tested proficient or above. Finally, the overall proficiency rate for students with disabilities on state reading assessments in all grades assessed is **48.9** percent.

For the math content area, the target data indicate **11.1** percent of students with disabilities tested proficient or above in the regular assessment with no accommodations and **9.9** percent tested proficient or above in the regular assessment with accommodations. Further, in the alternate assessment against alternate achievement standards (CRT-Alt), **7.5** percent of students with disabilities tested proficient or above. Finally, the overall proficiency rate for students with disabilities on state math assessments in all grades assessed is **28.5** percent.

Table 3C.2 below presents trend data on the proficiency rates of students with disabilities in state assessments for Reading and Math.

**Table 3C.2 Proficiency Rate Trend Data**

School Year	Count of Enrolled Students with IEPs	Reading		Math	
		Number Scoring Proficient or Above	Proficiency Rate	Number Scoring Proficient or Above	Proficiency Rate
2012-2013	7,180	3,513	48.9%	2,047	28.5%
2011-2012	8,153	4,408	54.1%	2,520	30.9%
2010-2011	8,486	4,303	50.7%	2,667	31.4%
2009-2010	8,453	4,118	48.7%	2,543	30.1%
2008-2009	8,583	3,945	46.0%	2,390	27.8%

Trend data show an overall **increase** in the proficiency rates of students with disabilities between the 2008-2009 and 2012-2013 school years for both reading and math. There was a decrease in the number of students with IEPs taking the statewide assessment overall, and a decrease in the percentage of students scoring proficient in reading and math.

**Assessing State Progress in Meeting the FFY 2012 Performance Target for Indicator 3C**



The data presented in Table 3C.3 below is used to assess Montana's status in meeting its FFY 2012 performance target for the percent of students with disabilities testing proficient or above in state assessments for Reading and Math. The state set a target of 33.5 percent of students with disabilities tested proficient or above in state assessments for both Reading and Math, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

**Table 3C.3 Montana Performance Target Status for FFY 2012– Indicator 3C Participation Rates**

SPP Indicator	Number of students with disabilities -all grades assessed	Number of students with disabilities- proficient or above	Proficiency rate for students with disabilities	Confidence interval – High	Confidence interval – Low	SPP Performance Target	State Performance Status
3C.1- Reading	7,180	3,513	48.9%	50.1%	47.8%	33.5%	<b>Met Target</b>
3C.2- Math	7,180	2047	28.5%	29.5%	27.5%	33.5%	<b>Target Not Met</b>

For FFY 2012, the rate of students with disabilities testing proficient or above on state assessments for reading (Indicator 3C.1) is **48.9** percent. In comparing the established performance target of 33.5 percent to the range of values in the confidence interval, the performance target falls below the lower limit. Therefore, Montana has **met** its performance target for Reading, within a 95 percent confidence interval.

For FFY 2012, the rate of students with disabilities testing proficient or above on state assessments for math (Indicator 3C.2) is **28.5** percent. In comparing the established performance target of 33.5 percent to the range of values in the confidence interval, the performance target falls above the upper limit. We can conclude that there is a statistical difference between the obtained proficiency rate of students with disabilities and the established performance target. The data show that the obtained proficiency rate is significantly lower than the established target. Therefore, Montana has **not met** its performance target for Math, within a 95 percent confidence interval.

### LEA Review

Montana also conducted a review to determine whether the LEA participation and proficiency rates of students with disabilities in state assessments meet the state's established performance targets for Indicators 3B.1, 3B.2, 3C.1 and 3C.2 for FFY 2012. The results of the LEA review are presented in the tables below.

### Indicator 3B – Participation Rates

Table 3B.4 below presents the LEA review of participation rate data for Indicators 3B.1-Reading and 3B.2-Math for FFY 2012.

**Table 3B.4 Review of Montana LEA Indicator 3B Performance for FFY 2012**

Participation in State Assessments Performance Indicators	Content Area	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAs with Minimum N of 10 meeting State Performance Target (c)		LEAs with Minimum N of 10 NOT meeting State Performance Target (d)	
			#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
3B.1	Reading	412	131	31.8%	119	90.8%	12	9.2%
3B.2	Math	412	131	31.8%	123	93.9%	8	6.1%

Data for Indicator 3B show there were 412 LEAs that had students with disabilities enrolled in the grades assessed for FFY 2012 (2012-2013 school year). Of those LEAs, **31.8** percent (or 131 LEAs) had participation counts that met the minimum N of 10 necessary to yield statistically reliable information. The participation rates of students with disabilities are reported for both the reading and math content areas. For reading, **90.8** percent of the LEAs with a minimum N of 10 met the state's

established performance target of 95 percent, while **9.2** percent did not meet this performance target. For math, 93.9 percent of the LEAs with a minimum N of 10 met the state's established performance target of 95 percent, while 6.1 percent did not meet this performance target. These data indicate a decrease in reading and an increase in math over FFY 2011, in the percent of districts meeting the state performance target for participation rates. Table 3B.5 below presents the data on the LEAs not meeting the targets in reading and/or math.

**Table 3B.5 Montana LEAs Not Meeting the FFY 2012 Performance Targets for Participation**

LEA	Special Education Participation Rate in Reading	Special Education Participation Rate in Math
District 1		88.0%
District 2	81.8%	
District 3	63.6%	
District 4	88.9%	91.8%
District 5	72.7%	
District 6	83.3%	88.3%
District 7	38.5%	76.9%
District 8	65.0%	65.0%
District 9	80.0%	
District 10	62.0%	
District 11	84.0%	84%
District 12	47.4%	
District 13		76.2%
District 14	88.8%	
District 15		81.8%

For the LEAs not meeting the performance target for reading, the participation rates range from a low of **38.5** percent for District 7 to a high of **88.9** percent for District 4. For the LEAs not meeting the performance target for math, the participation rates range from a low of **65.0** percent for District 8 to a high of **91.8** percent for District 4. Of the LEAs not meeting participation rate performance targets, five LEAs did not meet the target in both reading and math and 10 LEAs did not meet the target in either reading or math.

**Indicator 3C – Proficiency Rates**

Table 3C.4 below presents the LEA review of proficiency rate data for Indicators 3C.1-Reading and 3C.2-Math for FFY 2012.

**Table 3C.4 Montana LEAs Not Meeting the FFY 2012 Performance Target for Proficiency**

Proficiency Rates in State Assessments Performance Indicators	Content Area	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAs with Minimum N of 10 meeting State Performance Target (c)		LEAs with Minimum N of 10 NOT meeting State Performance Target (d)	
			#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
3C.1	Reading	412	126	30.6%	119	94.4%	7	5.6 %
3C.2	Math	412	126	30.6%	92	73.0%	34	27.0%

Data for Indicator 3C show there were 412 LEAs that have students with disabilities enrolled in the grades assessed for FFY 2012 (2012-2013 school year). Of those LEAs, **30.6** percent (or 126 LEAs) had student counts of proficient or above that met the minimum N of 10 necessary to yield statistically reliable information. The proficiency rates of students with disabilities are reported for both the reading and math content areas. For reading, **94.4** percent of the LEAs with a minimum N of 10 met the state's established performance target of 33.5 percent, while **5.6** percent did not meet this performance target. For math, **73.0** percent of the LEAs with a minimum N of 10 met the state's established performance target of 33.5 percent, while **27.0** percent did not meet this performance

target. Table 3C.5 below presents the data on the LEAs not meeting the targets in reading and/or math.

**Table 3C.5 Montana LEAs Not Meeting the FFY 2011 Performance Target for Proficiency**

LEA	Special Education Proficiency Rate in Reading	Special Education Proficiency Rate in Math
District 1	0.0%	0.0%
District 2	0.0%	0.0%
District 3		15.9%
District 4		28.8%
District 5		22.1%
District 6		7.1%
District 7		22.6%
District 8		0.0%
District 9		14.0%
District 10		19.6%
District 11	6.2%	
District 12		7.1%
District 13	19.8%	11.6%
District 14		0.0%
District 15		0.0%
District 16		0.0%
District 17		21.6%
District 18		25.6%
District 19		12.3%
District 20		13.9%
District 21		14.3%
District 22		12.5%
District 23	5.6%	5.6%
District 24		6.9%
District 25	0.0%	0.0%
District 26	14%	10.5%
District 27		13.3%
District 28		0.0%
District 29		24.2%
District 30		16.4%
District 31		21.5%
District 32		9.3%
District 33		24.3%
District 34		7.1%
District 35		7.1%

Seven LEAs did not meet the performance target for reading. The proficiency rate for those LEAs ranged from a low of 0.0% to a high of 19.8%. For the LEAs not meeting the performance target for math, the proficiency rates range from a low of **0.0** percent to a high of **28.8** percent. Of the LEAs not meeting proficiency rate performance targets, six LEAs did not meet the target in both reading and math and 29 LEAs did not meet the target in math.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met its performance target for indicator 3B (participation rates) and for proficiency rates in reading under indicator 3C. Montana did not meet its performance target for Indicator 3A (AYP Objectives) or for proficiency rates in math under indicator 3C.

Indicator 3A-AYP Objectives: Montana noted a decrease in the percentage of LEAs meeting Montana's AYP objectives for progress for students with disabilities for the third year in a row. These data show no LEAs meeting the progress targets for AYP. The number of LEAs with a disability subgroup that met the minimum N size, decreased for FFY 2012 from 58 to 54. A trend analysis

shows large fluctuations in the number of districts meeting the minimum N size from year to year. This factor shows the influence of the large number of small LEAs in Montana and must be considered when analyzing these performance data. The data show not only a decrease in the number of LEAs meeting the minimum N size but also a corresponding decrease in the number of LEAs meeting the AYP objectives. As the data above show, the difference in the rates from 2011 and 2012 is statistically significant. This represents the impact of the annual measurable objectives under the Elementary and Secondary Education Act (ESEA) increasing to 100 percent. Some small school districts met the AYP targets in either reading or math but no LEAs met both areas.

Indicator 3C-Proficiency Rates: Analysis of trend data for this indicator showed that the proficiency rates of students with disabilities in Montana decreased in both reading and math. Montana student proficiency rates in math did not meet the state's target rate and this continued to be an area of concern. The OPI continued to provide technical assistance to LEAs through the CSPD system and through the Response to Intervention project aimed at increasing the learning rates of students with disabilities.

The OPI uses an electronic grants management system that is known as EGrants. The LEAs annually apply for funds under IDEA using this system. As a portion of the required application, each LEA must complete a series of objectives related to the LEA's performance relative to each SPP performance indicator. In this system, any LEA that does not meet the statewide target for this indicator must include as a part of the annual application the activities that will be undertaken to address the particular issue.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 [If applicable]**

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

### Overview of the Annual Performance Report Development

#### Monitoring Priority: FAPE in the LRE

##### Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (1) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not

comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

[20 U.S.C. 1416(a)(3)(A); 1412(a)(22)]

**Measurement:**

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the state)] times 100.
- B. Percent = [(# of districts that have: (1) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the state)] times 100.

Include state's definition of "significant discrepancy."

**State Definition of Significant Discrepancy**

- A. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.
- B. An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term (greater than 10 days) suspension and expulsion rates, by race or ethnicity, for students with disabilities when compared to the long-term suspension and expulsion rates for all students without disabilities.

FFY	Measurable and Rigorous Target
2012	<p><b>A. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0%, within a 99% confidence interval.</b></p> <p><b>B. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities, by race and ethnicity at 0%, within a 99% confidence interval.</b></p>

**Actual Target Data for FFY 2012**

**Indicator 4A**

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if a significant discrepancy is occurring within an LEA. To do this, the rates of long-term suspensions and expulsions of students with disabilities are compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the methodology for identifying significant discrepancy, an LEA is

determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

As noted in OSEP's Part B Indicator Measurement Table, data used in the state's examination is from the 2011-2012 school year, resulting in a one-year data lag for this indicator. Table 4.1 below presents the target data for FFY 2012.

**Table 4.1 Montana LEAs Identified with Significant Discrepancy for FFY 2012**

School Year	Total Number of LEAs (a)	Number of LEAs Identified With a Significant Discrepancy (b)	Percent of LEAs Identified With a Significant Discrepancy % = (b/a)*100
2011-2012	415	0	0%

Statewide long-term suspension and expulsion rates for both students with disabilities and nondisabled students are presented in Table 4.2 below. The source for the data reported here is the Part B 618 data reported in Section A, Column 3B, of *Table 5 Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days*.

**Table 4.2 Montana Long-Term Suspension and Expulsion Rates for FFY 2012**

School Year	Number of Special Education Students with Long-Term Suspension or Expulsion <sup>1</sup>	Special Education Child Count <sup>2</sup>	Special Education Long-Term Suspension or Expulsion Rates	Number of Regular Education Students with Long-Term Suspension or Expulsion <sup>3</sup>	General Education Enrollment <sup>4</sup>	Regular Education Long-Term Suspension and Expulsion Rates
2011-2012	69	15,460	0.4%	311	124,907	0.2%

<sup>1</sup>Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

<sup>2</sup>Special education counts are students with disabilities who qualify for services under IDEA, ages 6-21, reported on the October child count.

<sup>3</sup>Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year, or suspended or expelled once for greater than 10 days during the school year.

<sup>4</sup>Students enrolled as of October 1 of the count year in grades K-12. This count includes students with disabilities who qualify under IDEA and cannot be disaggregated.

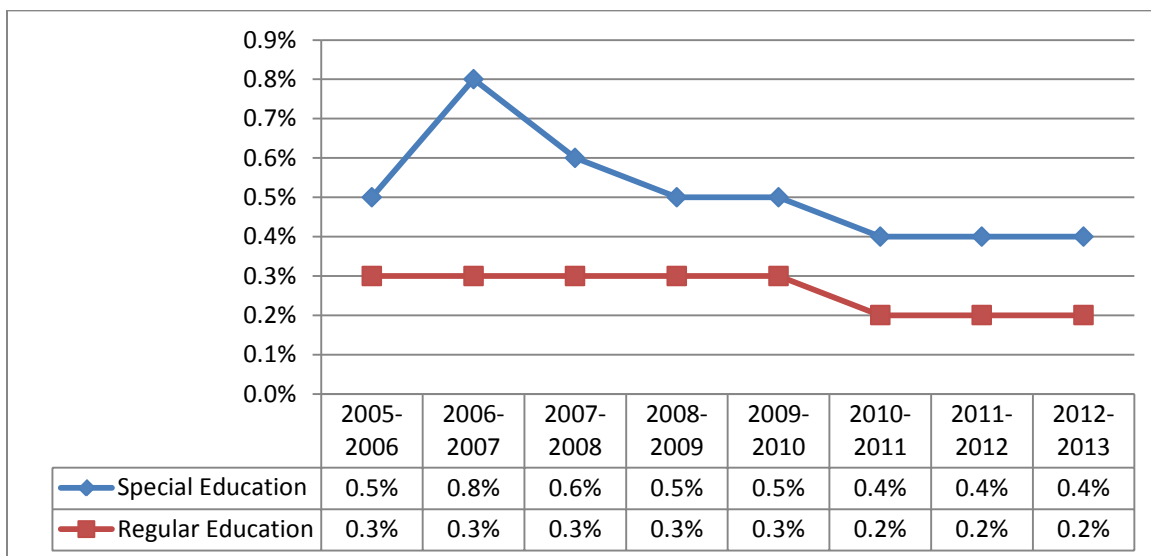
#### Analysis of Target Data for FFY 2012

For FFY 2012, there were 415 LEAs in the state. **No LEA met the minimum N of 10 students with disabilities with multiple short-term suspensions or expulsions.** Therefore, no LEAs were identified as having a significant discrepancy in the rate of long-term suspension and expulsions for students with disabilities.

State long-term suspension and expulsion data for the 2011-2012 school year indicate that the rate of long-term suspension and expulsions for students with disabilities is **0.4** percent, while the rate for non-disabled students is **0.2** percent (see Table 4.2 above).

Trend data for long-term suspension and expulsion rates are presented in Figure 4.1 below. The trend data is used to compare the long-term suspension and expulsion rates for students with disabilities to the rates of nondisabled students over time.

**Figure 4.1 Montana Long-Term Suspension and Expulsion Rates Trend Data**



### Analysis of Trend Data for FFY 2012

The trend data for FFY 2012 indicate that there is a 0.2 percent gap between the long-term suspension and expulsion rates of students with disabilities compared to the rates of non-disabled students. This represents no change in the gap from the previous year. Analysis of trend data indicates the long-term suspension and expulsion rates for students with disabilities are consistently higher than the rates for non-disabled students (see Figure 4.1 above). Caution must be used in interpreting the trend lines. In a state such as Montana, with a relatively small population of students with disabilities, there is a high probability of significant variations in the data from year to year. This can result in more pronounced ups and downs in the trend line for special education.

### Assessing State Progress in Meeting the FFY 2012 Performance Target for Indicator 4A

The data in Table 4.3 below is used to assess the state's progress in meeting its performance target for FFY 2012. The OPI set a target, based on a minimum N of 10, of maintaining **0 percent** of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a **99 percent** confidence interval.

**Table 4.3 Montana Performance Target Status for FFY 2012**

School Year	Total Number of LEAs (a)	Number of LEAs Identified with Significant Discrepancy (b)	Percent of LEAs Identified with Significant Discrepancy $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2011-2012	415	0	0%	0.0%	Met Target

For FFY 2012, **0** percent of the LEAs were identified as having a significant discrepancy in the long-term rates of suspensions and expulsions of students with disabilities when compared to the long-term rates of suspension and expulsions of nondisabled students. Given a sample size of a minimum N of 10, the state has **met** its performance target of 0 percent, within a 99 percent confidence interval.

### Indicator 4B

The LEAs submit their data as a part of the larger discipline collection system. The OPI conducted an analysis of LEA's 2011-2012 data for suspensions/expulsions for greater than 10 days in a school year of children with disabilities by race/ethnicity and then determined if a statistically significant difference exists within each LEA.

The long-term suspension/expulsion counts for both special education and regular education for LEAs in Montana are extremely small and this is particularly so for racial/ethnic and disability subgroups, especially in small rural schools. Therefore, there is often too small of a sample size to obtain precise and reliable results. Recognizing the problem with validity of small sample sizes, the OPI used a rate difference comparison with a minimum N size of 10. This methodology was recommended by the OSEP and compares the suspension/expulsion rate for children with disabilities from a racial/ethnic group to that same district's suspension/expulsion rate for all children without disabilities. A district has a significant discrepancy when its suspension/expulsion rate for children with disabilities from a racial/ethnic group is at least 5 percentage points greater than its suspension/expulsion rate for all children without disabilities.

#### Analysis of Target Data for FFY 2012

The table below shows that the number of LEAs reporting long-term suspensions and/or expulsions of students with disabilities is extremely small. Although American Indians proportionally have a higher rate of suspensions and/or expulsions compared to other students, no LEAs had long-term suspensions and/or expulsions that met the minimum N of 10.

Table 4.4 below presents the results of OPI's review of LEAs to determine if there are significant discrepancies in the rates of long-term suspensions and expulsions of students with disabilities by race and ethnicity. This data represents the second year of data for Indicator 4B. With only two years of data a trend analysis is not possible for this report.

**Table 4.4 Montana Data on Percent of LEAs Identified with a Significant Discrepancy**

<b>Race/Ethnicity</b>	<b>Number of LEAs<sup>1</sup></b>	<b>Number of LEAs reporting long-term suspension and/or expulsions for students with disabilities<sup>2</sup></b>	<b>Percent of LEAs reporting long-term suspension and/or expulsions for students with disabilities</b>	<b>Percent of LEAs identified with significant discrepancy<sup>3</sup></b>
American Indian/Alaskan Native	415	17	4.1%	0.0%
Asian	415	0	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	415	0	0.0%	0.0%
Black or African American	415	0	0.0%	0.0%
Hispanic or Latino	415	4	1.0%	0.0%
White, Non-Hispanic	415	20	4.8%	0.0%
Multi-Racial	415	1	0.2%	0.0%

<sup>1</sup>Number of public schools in Montana for the 2011-2012 school year.

<sup>2</sup>Number of LEAs reporting long-term suspensions and/or expulsions for students with disabilities. This may result in a duplicate count due to an LEA reporting under more than one race/ethnic category.

<sup>3</sup>The count of long-term suspensions and expulsions is extremely small and no LEA met the requirement of a minimum N of 10 long-term suspensions and/or expulsions reported.

**Table 4.5 LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**



School Year	Total Number of LEAs (that meet “n” size requirement)	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
2011-2012	0	0	0.0%

**Assessing State Progress in Meeting the FFY 2012 Performance Target for Indicator 4B**

The data in Table 4.6 below is used to assess the state’s progress in meeting its performance target for FFY 2012. The OPI set a target, based on a minimum N of 10, of maintaining **0 percent** of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a **99 percent** confidence interval.

**Table 4.6 Montana Performance Target Status for FFY 2012 for Indicator 4B**

School Year	Total Number of LEAS (a)	Number of LEAs Identified with Significant Discrepancy (b)	Percent of LEAs Identified with Significant Discrepancy $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2011-2012	415	0	0%	0.0%	Met Target

For FFY 2012, **0** percent of the LEAs were identified as having a significant discrepancy in the long-term rates of suspensions and expulsions of students with disabilities when compared to the long-term rates of suspension and expulsions of nondisabled students for each racial/ethnic category. Given a sample size of a minimum N of 10, the state has **met** its performance target of 0 percent.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met its performance target for this indicator. The data for this indicator showed that the long-term suspension/expulsion rate for students with disabilities continued to be higher than the rate for regular education students. Both rates continued to remain below 1 percent of the student population that was subject to long-term suspension or expulsion. An analysis of LEA-level data indicated that no LEAs demonstrated a significant discrepancy in the long-term rates of suspension and expulsion of students with disabilities. For Part B of this indicator, the data continued to demonstrate that no LEAs were identified as having a significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities when compared to the rates for nondisabled students for each racial/ethnic category. The OPI continued to provide technical assistance to the LEAs in Montana regarding effective strategies to reduce the incidence of long-term suspension or expulsion for all students. The Montana Behavioral Initiative (MBI) project provided training to LEA staff, parents, and other community members on positive behavioral approaches to improving student behavior and alternatives to suspension or expulsion. Additionally, OPI staff provided training regarding effective behavior management techniques, crisis intervention techniques, and strategies for working with students with low-incidence disabilities.

During the 2012-2013 school year, no incidences of noncompliance with requirements related to this indicator were identified.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/  
Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development**

**Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children with IEPs, aged 6 through 21, served:

- A. Inside the regular class 80 percent or more of the day;

- B. Inside the regular class less than 40 percent of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

[20 U.S.C. 1416(a)(3)(A)]

**Measurement:**

- A. Percent =  $\left[ \left( \frac{\text{\# of children with IEPs served inside the regular class 80\% or more of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right) \times 100 \right]$ .
- B. Percent =  $\left[ \left( \frac{\text{\# of children with IEPs served inside the regular class less than 40\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right) \times 100 \right]$ .
- C. Percent =  $\left[ \left( \frac{\text{\# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements}}{\text{total \# of students aged 6 through 21 with IEPs}} \right) \times 100 \right]$ .

FFY	Measurable and Rigorous Target
2012	<p><b>A. Given a minimum N of 10, 52% of students with disabilities served inside regular class for 80% or more of the day, within a 95% confidence interval.</b></p> <p><b>B. Given a minimum N of 10, 11% of students with disabilities served inside regular class for less than 40% of the day, within a 95% confidence interval.</b></p> <p><b>C. Given a minimum N of 10, 1.5% of students with disabilities served in separate schools, residential facilities, or to homebound/hospital placements, within a 95% confidence interval.</b></p>

**Actual Target Data for FFY 2012**

The FFY 2012 (2012-2013 School Year) educational placement target data for students with disabilities, ages 6-21, are provided in Table 5.1 below. The data source used is the Part B 618 data as reported in *Edfacts file C002*.

**Table 5.1 Montana Educational Placement Data for the 2012-2013 School Year**

SPP Indicator	Education Environment	Special Education Setting Count <sup>1</sup> (a)	Special Education Child Count, ages 6-21 <sup>2</sup> (b)	Educational Placement Percent $\% = (a/b) \times 100$
5A	Served inside the Regular Class $\geq$ 80% of the day	6,972	14,753	<b>47.3</b>
5B	Served inside the Regular Class < 40% of the day	1,933	14,753	<b>13.1%</b>
5C	Served in Separate Facilities <sup>3</sup>	214	14,753	<b>1.5%</b>

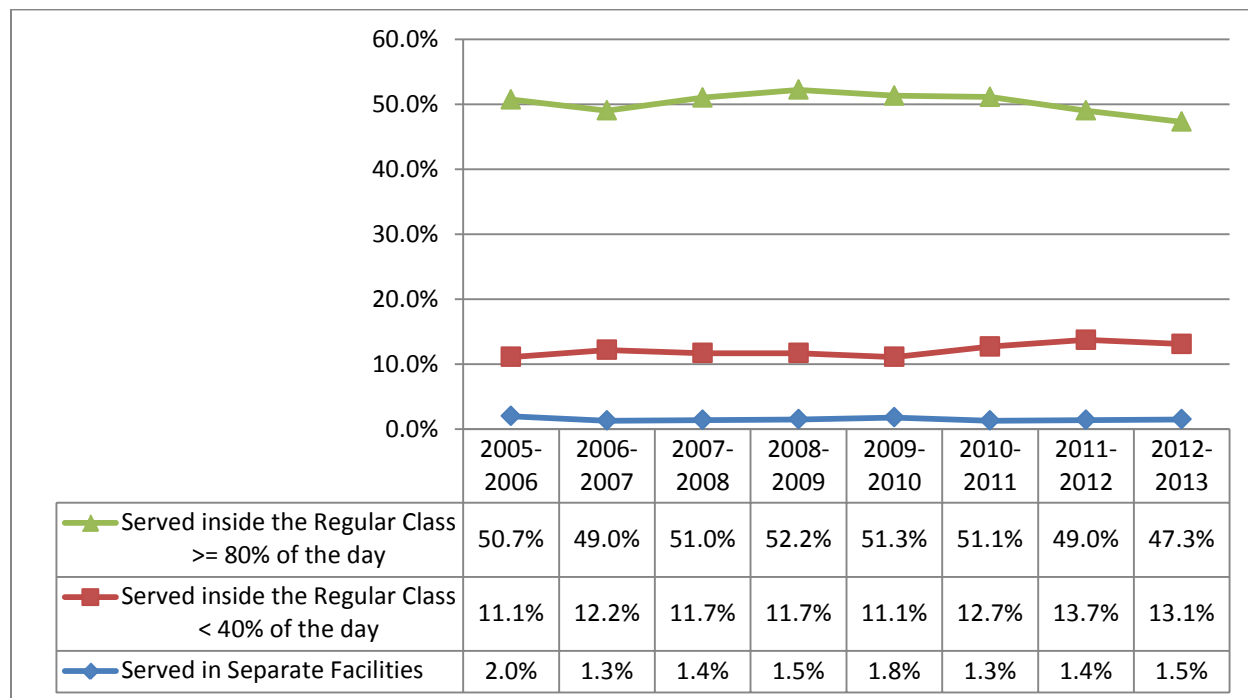
<sup>1</sup>Special Education Setting Count is reported annually with the October 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.

<sup>2</sup>Special Education Child Count is the annual October 1 Special Education Child Count data collection and includes students with disabilities, ages 6-21.

<sup>3</sup>Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

Trend data are presented in Figure 5.1 for the educational placement of students with disabilities, ages 6-21, in order to compare educational placement patterns over time.

**Figure 5.1 Montana Educational Placement Trend Data for Students with Disabilities, Ages 6-21**



#### Analysis of Target Data for FFY 2011 (2012-2013 School Year)

The target data for FFY 2012 indicate that **47.3** percent of students with disabilities receiving special education and related services are served inside the regular class for 80 percent or more of the day, while **13.1** percent are served inside the regular class for less than 40 percent of the day. A small percentage of students with disabilities (**1.5%**) receive their education in separate facilities (see Table 5.1 above). Target data indicate that a little less than one-half of students with disabilities, ages 6-21, are being educated with their peers for the majority of the school day.

The overall trend lines indicate a slight change in the educational placement of students with disabilities, ages 6-21, in Montana schools since the 2006-2007 school year. Further analysis shows a slight **decrease** over the last year in the percentage of students with disabilities served inside the regular class for 80 percent or more of the day, and an increase in the percent served inside the regular class for less than 40 percent of the day. Caution should be used when interpreting trend-line data. The fluctuation of trend-line data may reflect changes in enrollment data from year to year rather than changes in how decisions regarding educational placement of students are being made. However, the trend data, as well as compliance monitoring data, continue to indicate that IEP teams are consistently considering the least restrictive environment when making educational placement decisions to meet the student's needs.

#### Assessing State Progress in Meeting the FFY 2012 Performance Target

The data presented in Table 5.2 below is used to assess the state's progress in meeting its performance target for FFY 2012. Based on a minimum N of 10 and within a 95 percent confidence interval, the state set a target of **52.0** percent of students with disabilities will be served inside the regular class for 80 percent or more of the day, **11.0** percent of students with disabilities served inside the regular class for less than 40 percent of the day, and **1.5** percent of students with disabilities are served in separate facilities.

**Table 5.2 Montana Performance Target Status for FFY 2012**

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Target	State Performance Status
5A	Served inside the Regular Class $\geq$ 80% of the day	6,972	47.3%	48.0%	46.5%	52.0%	Target Not Met
5B	Served inside the Regular Class < 40% of the day	1,933	13.1%	13.6%	12.6%	11.0%	Target Not Met
5C	Served in Separate Facilities	214	1.5%	1.5%	1.5%	1.5%	Target Met

**Indicator 5A**

For FFY 2012 (2012-2013 school year), **47.3** percent of students with disabilities were served inside the regular class for 80 percent or more of the day. The established performance target for FFY 2012 is **52.0** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls above the upper limit of the confidence interval indicating that our obtained education placement rate falls below the established performance target. Therefore, the state has **not met** its performance target for this indicator, within a 95 percent confidence interval.

**Indicator 5B**

For FFY 2012 (2012-2013 school year), **12.6** percent of students with disabilities were served inside the regular class less than 40 percent of the day. The established performance target for FFY 2011 is **11.0** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls below the lower limit of the confidence interval. Therefore, Montana has **not met** its performance target for this indicator, within a 95 percent confidence interval.

**Indicator 5C**

For FFY 2012 (2012-2013 school year), **1.5** percent of students with disabilities were served in separate facilities. The established performance target is **1.5** percent. The percentage is at the performance target. Therefore, the state has **met** its performance target for this indicator, within a 95 percent confidence interval.

**LEA Review**

Montana also conducted a review of LEAs to determine their performance in meeting the state's established performance targets for Indicator 5 for FFY 2012 (2012-2013 school year). The results of the LEA review are presented in Table 5.3 below.

**Table 5.3 Review of Montana LEA Performance For FFY 2012**

SPP Indicator Measure	Number of LEAs with Students with Disabilities (a)	LEAs with Minimum N of 10 (b)		LEAS with Minimum N of 10 Meeting State Performance Target (c)		LEAS with Minimum N of 10 Not Meeting State Performance Target (d)	
		#	$\%=(b-a)*100$	#	$\%=(c/b)*100$	#	$\%=(d/b)*100$
5A	416	231	55.5%	169	73.2%	62	26.8%
5B	416	231	55.5%	203	87.9%	28	12.1%
5C	416	231	55.5%	221	95.7%	10	4.3%

For FFY 2012, 416 LEAs reported students with disabilities for the 2012-2013 school year. Of these reporting LEAs, **55.5** percent met the minimum N of 10 for the subgroup of students with disabilities.

**Indicator 5A**

For FFY 2012, **73.2** percent of the LEAs **met** the state performance target for students with disabilities served inside the regular class for 80 percent or more of the day, while **26.8** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

**Indicator 5B**

For FFY 2012, **87.9** percent of the LEAs **met** the state performance target for students with disabilities served inside the regular class for less than 40 percent of the day, while **12.1** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

**Indicator 5C**

For FFY 2012, **95.7** percent of the LEAs **met** the state performance target for students with disabilities receiving special education and related services in separate schools, while **4.3** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana did not meet its targets for 5A and 5B of this indicator, but did meet its target for 5C. An analysis of the data showed a slight decrease in the percent of students with disabilities removed from the regular class less than 21 percent of the school day as well as for students receiving services in the regular class for less than 40 percent of the day. There was a slight increase in the percent of students with disabilities served in separate facilities.

As noted in the Indicator 15 Response Table, during the 2011-2012 school year, 15 LEAs were each issued findings of noncompliance related to this indicator. The majority of these findings were related to incomplete documentation rather than inappropriate placement. Compliance monitoring records indicate that all LEAs corrected the instances of noncompliance with the LRE requirements of IDEA and were found to demonstrate compliance with the requirements in a timely manner. Verification of the LEAs compliance with IDEA requirements was conducted by the OPI through a review of additional student records completed subsequent to the identification of the noncompliance consistent with the requirements of the 09-02 Memorandum.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development**

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2012	<p><b>Given a minimum N of 10, the percent of children in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program will be at or above 44.9%.</b></p> <p><b>Given a minimum N of 10, the percent of children receiving services in a separate special education class, separate school or residential facility will be at or below 27.7%.</b></p>

**Actual Target Data for FFY 2012:**

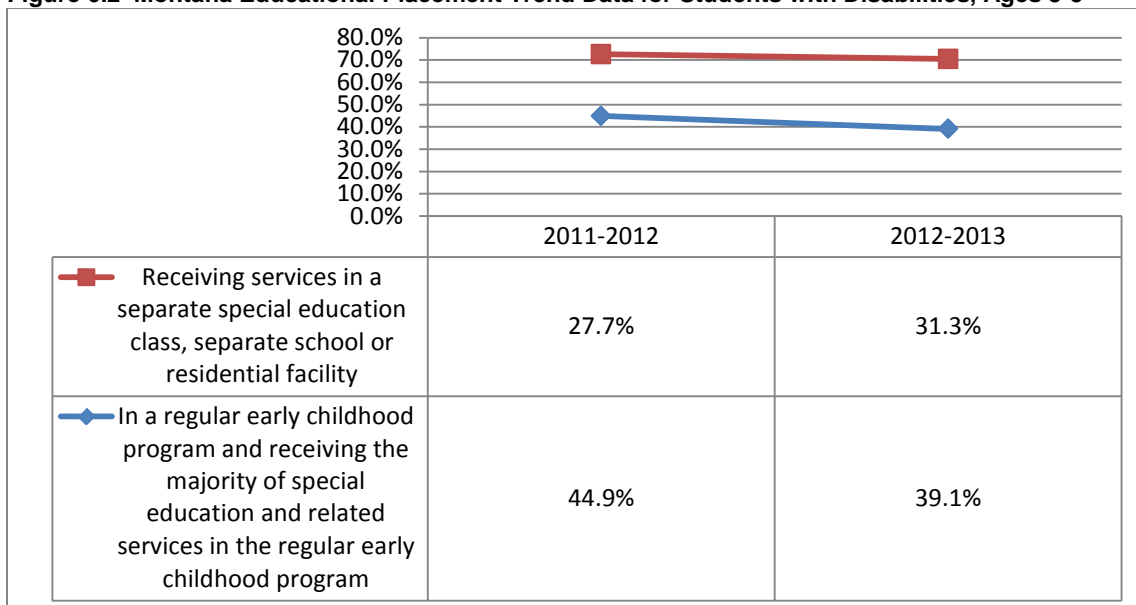
The FFY 2012 (2012-2013 School Year) educational placement target data for students with disabilities, ages 3-5, are provided in Table 6.1 below. The data source used is the Part B 618 data as reported in *Edfacts file C002*.

**Table 6.4 Montana Educational Placement Data for the 2012-2013 School Year**

SPP Indicator	Education Environment	Special Education Setting Count <sup>1</sup> (a)	Special Education Child Count, ages 3-5 <sup>2</sup> (b)	Educational Placement Percent %=(a/b)*100
6A	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	663	1697	39.1%
6B	Separate special education class, separate school or residential facility	531	1697	31.3%
<sup>1</sup> Special Education Setting Count is reported annually with the October 1, Special Education Child Count data collection and includes students with disabilities, ages 3-5. <sup>2</sup> Special Education Child Count is the annual October 1, Special Education Child Count data collection and includes students with disabilities, ages 3-5.				

Trend data are presented in Figure 6.1 for the educational placement of students with disabilities, ages 3-5, in order to compare educational placement patterns over time.

**Figure 6.2 Montana Educational Placement Trend Data for Students with Disabilities, Ages 3-5**



#### Analysis of Target Data for FFY 2012 (2012-2013 School Year)

The target data for FFY 12 indicate that 39.1% of children receive the majority of their special education and related services in the regular early childhood program, while 31.3% are served in a separate special education class, separate school or residential facility.

**Table 6.2 Montana Performance Target Status for FFY 2012**

SPP Indicator Number	Education Environment	Setting Count	Educational Placement Percentage	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Target	State Performance Status
6A	In a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	663	39.1%	41.4%	36.8%	45.0%	Target Not Met
6B	Receiving services in a separate special education class, separate school or residential facility	531	31.3%	33.5%	29.1%	27.6%	Target Met

#### **Indicator 6A**

For FFY 2012 (2012-2013 school year), **39.1** percent of students with disabilities were served in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. The established performance target for FFY 2012 is **45.0** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls below the upper limit of the confidence interval indicating that our obtained education placement rate falls below the established performance target. Therefore, the state has **not met** its performance target for this indicator, within a 95 percent confidence interval.

#### **Indicator 6B**



For FFY 2012 (2012-2013 school year), **31.3** percent of students with disabilities were receiving services in a separate special education class, separate school or residential facility. The established performance target for FFY 2012 is **27.6** percent. The percentage falls above the performance target. Therefore, the state has **met** its performance target for this indicator, within a 95 percent confidence interval.

### LEA Review

Montana also conducted a review of LEAs to determine their performance in meeting the state's established performance targets for Indicator 6 for FFY 2012 (2012-2013 school year). The results of the LEA review are presented in Table 6.3 below.

**Table 6.5 Review of Montana LEA Performance For FFY 2012**

SPP Indicator Measure	Number of LEAs with Students with Disabilities aged 3-5 (a)	LEAs with Minimum N of 10 (b)		LEAS with Minimum N of 10 Meeting State Performance Target (c)		LEAS with Minimum N of 10 Not Meeting State Performance Target (d)	
		#	$\%=(b-a)*100$	#	$\%=(c/b)*100$	#	$\%=(d/b)*100$
6A	187	36	19.3%	23	63.9%	13	36.1%
6B	187	36	19.3%	30	83.3%	6	16.7%

For FFY 2012, 187 LEAs reported students with disabilities aged 3-5 for the 2012-2013 school year. Of these reporting LEAs, **19.3** percent met the minimum N of 10 for the subgroup of students with disabilities.

### Indicator 6A

For FFY 2012, **63.9** percent of the LEAs **met** the state performance target for students with disabilities aged 3-5 served in a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program, while **36.1** percent of the LEAs **did not meet** the performance target (see Table 6.3 above).

### Indicator 6B

For FFY 2012, **83.3** percent of the LEAs **met** the state performance target for students with disabilities receiving services in a separate special education class, separate school or residential facility, while **16.7** percent of the LEAs **did not meet** the performance target (see Table 6.3 above).

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

Montana did not meet its target for 6A, but did meet its target for 6B of this indicator. An analysis of the data show a decrease in the percentage of children who receive the majority of their special education and related services in the regular early childhood program and an increase in children who are served in a separate special education class, separate school or residential facility.

As noted in the Indicator 15 Response Table, during the 2011-2012 school year, 15 LEAs were each issued findings of noncompliance related to this indicator. The majority of these findings were related to incomplete documentation rather than inappropriate placement. Compliance monitoring records indicate that all LEAs corrected the instances of noncompliance with the LRE requirements of IDEA and were found to demonstrate compliance with the requirements in a timely manner. Verification of the LEAs compliance with IDEA requirements was conducted by the OPI through a

review of additional student records completed subsequent to the identification of the noncompliance consistent with the requirements of the 09-02 Memorandum.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12**

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

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**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development**

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[20 U.S.C. 1416 (a)(3)(A)]

**Measurement:**

## Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

## Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers, but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers, but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent =  $\# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in category (d) divided by } [\# \text{ of preschool children reported in progress category (a) plus } \# \text{ of preschool children reported in progress category (b) plus } \# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in progress category (d)}] \times 100$ .

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent =  $\# \text{ of preschool children reported in progress category (d) plus } \# \text{ of preschool children reported in progress category (e) divided by the total } \# \text{ of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)}] \times 100$ .

FFY	Measurable and Rigorous Target
2011	<p>A.1 65% of children who enter the program below age expectations in positive social-emotional skills (including social relationships) will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>A.2 63.0% of children will function within age expectations in positive social-emotional skills (including social relationships) by the time they turn 6 years of age or exit the program.</p> <p>B.1 73.0% of children who enter the program below age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>B.2 35.0% of children will function within age expectations in the acquisition and use of knowledge and skills (including early language/communication and early literacy) by the time they turn 6 years of age or exit the program.</p> <p>C.1 62.0% of children who enter the program below age expectations in the use of appropriate behaviors to meet their needs will substantially increase their rate of growth by the time they turn 6 years of age or exit the program.</p> <p>C.2 67.0% of children will function within age expectations in the use of appropriate behaviors to meet their needs by the time they turn 6 years of age or exit the program.</p>

The OPI requires a special education specialist(s), with IEP team input, to use one or more of the valid and reliable instruments included on the Early Childhood Outcomes (ECO) Center's Instrument Crosswalks to assess the child's level of performance at entry and exit. Requiring an "Instrument Crosswalks" assessment ensures that special education personnel will use an appropriate and valid assessment to determine child progress and ensures that different specialists are completing the Child Outcomes Summary Form (COSF) in a consistent manner.

After a review of all relevant data, the specialist(s) completes the ECO Center's COSF. The COSF is completed at two different times for each child in a preschool program. First, the COSF is completed on each child entering a preschool program. Second, the COSF is once again completed when a child who has been in the preschool program for at least six months has turned six years of age or exited the program. This allows the OPI to compare exit to entry scores on each of the three developmental areas. To actually calculate the number and percentage of children who are in each of the official five reporting categories, the OPI uses the "COSF to OSEP Categories Calculator" to determine how each pair of entry-exit ratings from the seven-point COSF scale yields the five-point scale measuring this performance indicator. The COSF is included as part of the electronic special education records student information and management system (SERIMS) within the Achievement in Montana (AIM) system.

#### Actual Target Data for FFY 2012

Table 7.1 below presents the data for preschool children exiting the program during the 2012-2013 school year. The outcome data for FFY 2012 is presented as two Summary Statements for each of the three preschool outcome areas.

**Table 7.1 Preschool Outcome Data for Children Exiting in the 2012-2013 School Year**

Outcome 7A: Positive Social-Emotional Skills (including social relationships)			
Summary Statements	Total Number of Children	Number of Children	Percent of Children

1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	182	139	76.4%
2. The percent of children who were functioning within the age expectations in Outcome A by the time they turned 6 years of age or exited the program.	355	266	74.9%
<b>Outcome 7B: Acquisition and Use of Knowledge and Skills (including early language/communication and early literacy)</b>			
<b>Summary Statements</b>	<b>Total Number of Children</b>	<b>Number of Children</b>	<b>Percent of Children</b>
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	321	258	80.4%
2. The percent of children who were functioning within the age expectations in Outcome B by the time they turned 6 years of age or exited the program.	357	206	57.7%
<b>Outcome 7C: Use of Appropriate Behaviors to Meet Their Needs</b>			
<b>Summary Statements</b>	<b>Total Number of Children</b>	<b>Number of Children</b>	<b>Percent of Children</b>
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	174	131	75.3%
2. The percent of children who were functioning within the age expectations in Outcome C by the time they turned 6 years of age or exited the program.	356	268	75.3%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

The target data for FFY 2012 indicate that for the outcome area of positive social skills, 76.4 percent of children who entered the program below age expectations substantially increased their rate of growth and 74.9 percent were functioning within age expectations by the time they turned six years of age or exited the program. Of those children who entered the program below age expectations in the acquisition of knowledge and skills, 80.4 percent showed a substantial increase in their rate of growth and 57.7 percent were functioning within age expectations by the time they turned six years of age or exited the program. For those children entering the program below age expectations in the use of appropriate behaviors to meet their needs, 75.3 percent demonstrated a substantial increased rate of growth and 75.3 percent were functioning within age expectations by the time they turned six years of age or exited the program.

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 7.2 below is used to assess the state's progress in meeting its performance targets for FFY 2012.

**Outcome A****Table 7.2A Positive Social-Emotional Skills (Including social relationships)**

Summary Statement	Percent of Children	Confidence Interval- Upper Limit	Confidence Interval- Lower Limit	SPP Performance Target	State Performance Status
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1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	76.4%	82.0%	69.7%	65.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	74.9%	79.2%	70.2%	63.0%	Met Target

**Outcome B****Table 7.2B Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)**

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	80.4%	84.3%	75.7%	73.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	57.7%	62.7%	52.5%	35.0%	Met Target

**Outcome C****Table 7.2C Use of Appropriate Behaviors to Meet Their Needs**

Summary Statement	Percent of Children	Confidence Interval-Upper Limit	Confidence Interval-Lower Limit	SPP Performance Target	State Performance Status
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	75.3%	81.1%	68.4%	62.0%	Met Target
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or	75.3%	79.5%	70.5%	67.0%	Met Target

exited the program.					
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**Trend Analysis**

The data presented in Table 7.3 below are the trend data for each outcome based on three years of data.

**Outcome A****Table 7.3A Trend Analysis: Positive Social-Emotional Skills (Including social relationships)**

Summary Statement	Percent of Children 2009-2010	Percent of Children 2010-2011	Percent of Children 2011-2012	Percent of Children 2012-2013
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	71.1%	76.8%	77.6%	76.4%
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	63.4%	67.5%	72.5%	74.9%

The data in Table 7.3A show a slight decrease in the percentage of children who have substantially increased their rate of growth in positive social-emotional skills, and continued strong growth in the percentage of children who were functioning within the age expectations.

**Outcome B****Table 7.3B Trend Analysis: Acquisition and Use of Knowledge and Skills (Including Early Language/Communication and Early Literacy)**

Summary Statement	Percent of Children 2009-2010	Percent of Children 2010-2011	Percent of Children 2011-2012	Percent of Children 2012-2013
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	78.7%	84.8%	78.8%	80.4%
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	43.7%	60.2%	55.1%	57.7%

The data in Table 7.3B show growth from the previous year in the percentage of children who have substantially increased their rate of growth in acquisition and use of knowledge and skills (Including Early Language/Communication and Early Literacy), as well as the percentage of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.

**Outcome C****Table 7.3C Trend Analysis: Use of Appropriate Behaviors to Meet Their Needs**

Summary Statement	Percent of Children	Percent of Children	Percent of Children	Percent of Children
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	2009-2010	2010-2011	2011-2012	2012-2013
1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	73.3%	74.9%	81.4%	75.3%
2. The percent of children who were functioning within the age expectations by the time they turned 6 years of age or exited the program.	68.5%	69.2%	76.6%	75.3%

The data in Table 7.3C show a decrease in the percentage of children who have substantially increased their rate of growth in use of appropriate behaviors to meet their needs, and the percentage of children who were functioning within the age expectations.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met all of its targets for this indicator. The data for FFY 2012 show an increase over FFY 2011 for three reporting areas and a decrease for three reporting areas. This does represent minor slippage, but the trend data continue to show progress.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 [If applicable]**

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

**Part B State Annual Performance Report (APR) for FFY 2012**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children



with disabilities.

(20 U.S.C. 1416(a)(A))

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

FFY	Measurable and Rigorous Targets
2012 (2012-2013)	Given a minimum N of 10, the Parent Involvement Percentage will be 68.0% within a 95% confidence interval.

#### Actual Target Data for FFY 2012:

**Table 8-1: Percent of Parents Who Report that the School Facilitated Their Involvement**

	FFY 2012
Total number of Parent respondents	459
Number who reported school facilitated their involvement	319
Percentage who reported school facilitated their involvement	69.5%

**The target of 68.0 percent was met within a 95 percent confidence interval.**

In FFY 2012 for those LEAs who were to be monitored in the 2013-14 school year, all parents of students ages 3-21 receiving special education services during the 2012-13 school year were asked to complete and then mail the survey to Technical Assistance for Excellence in Special Education (TAESE). Parents were assured of anonymity. A total of 3,129 surveys were distributed and 459 were returned for a response rate of 14.7 percent.

In order to report out on this indicator, each of the 459 survey respondents received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a "6" (Very Strongly Agree) on each of the 26 items received a 100 percent score; a respondent who rated their experiences with the school a "1" (Very Strongly Disagree) on each of the 26 items received a 0 percent score. A respondent who rated their experiences with the school a "4" (Agree) on each of the 26 items received a 60 percent score. (Note: a respondent who on average rated their experiences a "4," e.g., a respondent who rated 8 items a "4," 9 items a "3" and 9 items a "5," would also receive a percent of maximum score of 60 percent.) A parent who has a percent of maximum score of 60 percent or above was identified as one who reported that the school facilitated his/her involvement. A 60 percent cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

**Reliability and Validity**

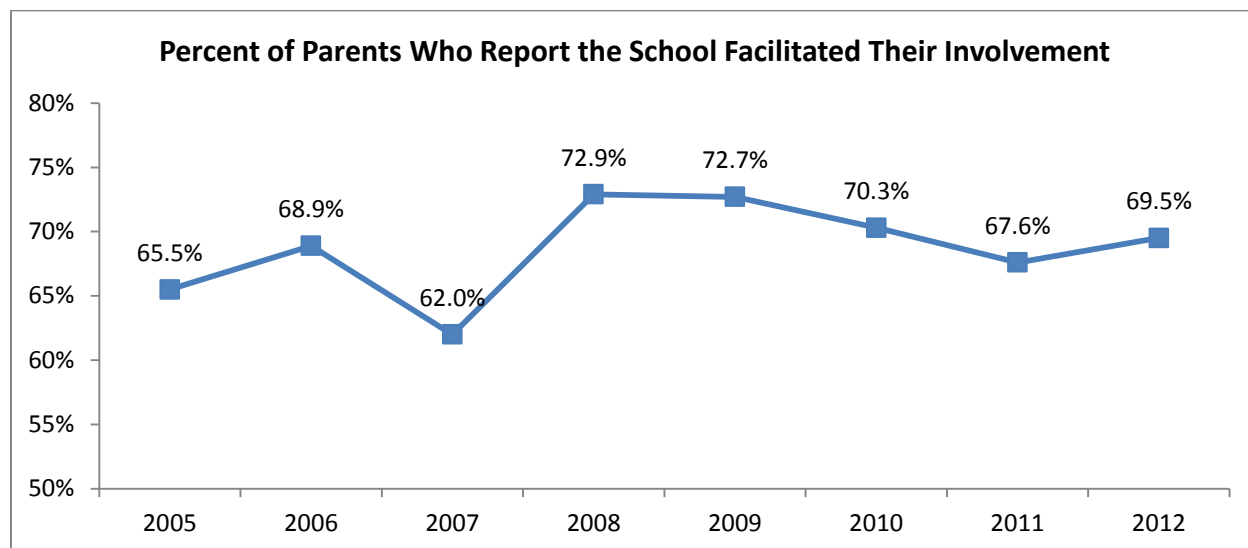
The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by size of district where the child attends school; (3) by the race/ethnicity of the child; and (4) by the age of the child. For example, 83 percent of the parents who returned a survey indicated that their children are white, and 75.2 percent of special education students in the monitored districts are white. Another example is 20 percent of the parents who returned a survey indicated that their children have a speech language impairment, and 22.0 percent of special education students in the monitored districts have a speech language impairment. However, even given these slightly differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall state score that is representative of all students in the population. Weighting of survey responses was not necessary given the representativeness of the respondents and the lack of significant differences among groups of respondents.

Trend data of school-facilitated parental involvement are presented in Table 8.2 below.

**Table 8.2: Percent of Parents Who Report that the School Facilitated Their Involvement, Results Over Time**

	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Total number of Parent respondents	539	533	539	1139	600	509	555	459
Number who reported school facilitated their involvement	353	367	334	830	436	358	375	319
Percentage who reported school facilitated their involvement	65.5%	68.9%	62.0%	72.9%	72.7%	70.3%	67.6%	69.5%

**Display 8.2: Percent of Parents Who Report that the School Facilitated Their Involvement, Results Over Time**



As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement increased slightly from FFY 2011 to FFY 2012. The items were examined to determine if particular items showed a large increase in favorability. The items with the greatest increase in parents' attitudes are:

14. My child's school seeks out parent input (increased from 78 percent of parents agreeing in FFY 2011 to 82 percent agreeing in FFY 2012).
16. My child's school encourages me to participate in the decision-making process (increased from 84 percent of parents agreeing in FFY 2011 to 87 percent agreeing in FFY 2012).
26. My child's school explains what options parents have if they disagree with a decision of the school (increased from 61 percent of parents agreeing in FFY 2011 to 63 percent agreeing in FFY 2012).

On all survey items, the data indicate that parents generally report a high level of satisfaction with the LEAs' attempts to facilitate their involvement as a means of improving services and results for children with disabilities. Montana's monitoring cycle, which is tied to this survey, shows that the same districts reflected in 2007 data showed significant improvement in 2012 in parent involvement.

#### Assessing State Progress in Meeting the FFY 2012 Performance Target

The data presented in Table 8.3 below is used to assess the state's progress in meeting its performance target for FFY 2012. For FY 2012, the state's established performance target for this indicator is 68.0 percent. The results of the parent survey for the 2012-2013 school year indicate that the percent of parent respondents who reported the school facilitated their involvement is 69.5 percent. Montana has **met** this performance target.

**Table 8-3: Montana Performance Target Status for FFY 2012**

School Year	Number who reported school facilitated their involvement	Total number of parent respondents	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
2012-13	319	459	69.5%	73.7%	65.3%	68.0%	Met Target

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012

Montana met its performance target for this indicator. The results of the parent survey show a significant increase in the percentage of parents who reported that the school facilitated their involvement from 62.0 percent in FFY 2007 to 69.5 percent for FFY 2012. The most recent results indicate a slight rebound from FFY 2011. Montana will disaggregate results by LEA, race/ethnicity, primary disability, and grade level to determine if there are any systematic differences over time.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (2012-13)**

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Overview of the Annual Performance Report Development

## Monitoring Priority: Disproportionality

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

[20 U.S.C. 1416(a)(3)(C)]

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.

**Definition of Disproportionate Representation**

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2012	<b>Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0% within a 99% confidence interval.</b>

**Actual Target Data for FFY 2012**

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification is shown below in Table 9.1 The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in Edfacts File C002.

**Table 9.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2012**

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\%=(b/a)*100$
2012-2013	413	0	0	0.0%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

Table 9.1 above shows that, in the 2012-2013 school year, race/ethnicity data were reviewed for 413 LEAs in Montana. Using a minimum N of 10 and a 99 percent confidence interval, a test of difference between proportions was used to measure statistically significant differences between the special education identification rate for students of a specific racial and ethnic group and the special education identification rate for all other students within that LEA. Target data show that none of the 413 LEAs demonstrated a statistically significant difference, resulting in determination of disproportionate representation of racial and ethnic groups in special education and related services.

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 9.2 below is used to assess the state's progress in meeting its performance target for FFY 2012 (2012-2013 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups receiving special education and related services resulting from inappropriate identification will be **0** percent.

**Table 9.2 Montana Performance Target Status for FFY 2012**

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2012-2013	413	0	0.0%	0.0%	Met Target

For FFY 2012 (2012-2013 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2012 as reported in our State Performance Plan is **0** percent. Therefore, Montana has **met** its performance target for this indicator.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana met its target for this indicator. A review of LEA data indicated that no LEAs had an over-representation of racial and ethnic groups in special education. When a district is determined to have disproportionate representation, the OPI contacts each LEA and conducts a review of the LEA policies, procedures and practices, interviews selected LEA staff, and reviews select student files.

Following this analysis, the OPI determines if a finding of disproportionate representation as a result of inappropriate identification is appropriate.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

## Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

[20 U.S.C. 1416(a)(3)(C)]

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.

**Definition of Disproportionate Representation**

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups and within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA, results of on-site compliance monitoring, and dispute resolution data are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2012	Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0% within a 99% confidence interval.

**Actual Target Data for FFY 2012**

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories that is the result of inappropriate identification is shown below in Table 10.1. The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities, ages 6 through 21, as reported in Edfacts File C002.



**Table 10.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2012**

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\%=(b/a)*100$
2012-2013	413	0	0	0.0%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

Target data above show that of 413 LEAs examined to identify disproportionate representation of racial and ethnic groups in specific disability categories receiving special education and related services, no LEAs were identified as having a disproportionate representation of a racial and ethnic group in a specific disability category for the 2012-2013 school year.

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 10.2 below is used to assess the state's progress in meeting its performance target for FFY 2012 (2012-2013 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0 percent.

**Table 10.2 Montana Performance Target Status for FFY 2012**

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2012-2013	413	0	0.0%	0.0%	Met Target

For FFY 2012 (2012-2013 school year), 0 percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2012 as reported in our State Performance Plan is 0 percent. Therefore, Montana has **met** its performance target for this indicator. When a district is determined to have disproportionate representation, the OPI contacts each LEA and conducts a review of the LEA policies, procedures and practices, interviews selected LEA staff, and reviews select student files. Following this analysis, the OPI determines if a finding of disproportionate representation as a result of inappropriate identification is appropriate.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana continued to meet the state's target for this indicator. No LEA was found to have disproportionate representation of a racial and ethnic group in a specific disability category.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/  
Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

## Monitoring Priority: Effective General Supervision Part B / Child Find

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or state-established timeline).

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2012	100% of children, with parental consent to evaluate, were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

**Actual Target Data for FFY 2012**

Table 11.1 below presents the FFY 2012 target data on the number of children, with parental consent to evaluate, who were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii). The data are taken from compliance monitoring data for the 2011-2012 school year. School Improvement/Compliance specialists reviewed the files of 164 students for whom parent consent was granted and who were initially evaluated for special education eligibility.

**Table 11.1 Percent of Children, with Parent Consent, Evaluated Within a 60-day Timeline for FFY 2012**

School Year	Number of Children for whom parental consent to evaluate was received (a)	Number whose evaluations were completed within 60 days (b)	Percent Evaluated within 60 days $\%=(b/a)*100$
2012-2013	164	160	97.6%

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

For FFY 2012, **97.6** percent of the students with parent consent to evaluate were evaluated within the 60-day timeline. This is a slight decrease from the previous year (see Table 11.2 below).

**Table 11.2 Children with Parent Consent Evaluated Within a 60-day Timeline Trend Data**

School Year	Number of children for whom parental consent to evaluate was received (a)	Number whose evaluations were completed within 60 days (b)	Percent Evaluated within 60 days $\%=(b/a)*100$
2012-2013	164	160	97.6%
2011-2012	222	215	96.8%
2010-2011	236	230	97.4%
2009-2010	285	277	97.2%
2008-2009	152	137	90.1%

**Range of Days and Reasons for Delay**

For FFY 2012, target data indicate that four evaluations were not completed within the 60-day timeline. The evaluations not completed within the 60-day timeline were from four of the twenty-six LEAs participating in the compliance monitoring for the 2011-2012 school year. The reasons for the delay varied.

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 11.3 below is used to assess the state's progress in meeting its performance target for FFY 2012 (2012-2013) school year).

**Table 11.3 Montana Performance Target Status for FFY 2012**

School Year	Number of Children for whom parental consent to evaluate was received (a)	Number of children whose evaluations were completed within 60 days (b)	Percent of children with parental consent evaluated within 60 days $\%=(b/a)*100$	SPP Performance Target	State Performance Status
2012-2013	164	160	97.6%	100%	Target Not Met

The state's established target for this indicator is **100** percent. Target data show that the performance measure for this indicator is **97.6** percent. Therefore, Montana **did not meet** its performance target.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana did not meet the target of 100 percent compliance for this indicator. Data for this indicator are based on compliance monitoring record review samples. The OPI conducts on-site monitoring record reviews in each LEA in Montana on a five (5) year cycle. In each LEA that is subject to monitoring the OPI reviews records for students who have been subject to an initial evaluation during the preceding year. This assures that the OPI reviews current LEA practices and procedures for conducting initial evaluations both for students who are determined eligible for special education and for those who are not.

The following information is provided regarding the correction of noncompliance with the requirements related to initial evaluations. During FFY 2012, four (4) incidences of noncompliance with the 60-day timeline were noted in four (4) LEAs. For all noted incidents, the evaluation had been

completed at the time of the monitoring record review and these incidents were deemed corrected. Consistent with the requirements initially set forth in the OSEP's 09-02 memo, the initial correction of each incidence of noncompliance was verified by the review of documentation provided by each LEA subsequent to the on-site monitoring.. Two very small LEAs were issued a finding due to having no opportunity to submit ongoing evidence to meet the second prong of correction in compliance with the OSEP 09-02 Memorandum.

In FFY 2011, seven (7) incidents of noncompliance with the 60-day timeline were noted in two (2) LEAs. For all noted incidents, the evaluation had been completed at the time of the monitoring record review and these incidents were deemed corrected. Consistent with the requirements set forth in the OSEP's 09-02 memo, the correction of each incidence of noncompliance was verified by the review of documentation provided by each LEA subsequent to the on-site monitoring which demonstrated 100 percent compliance with the 60-day timeline requirements. No district was issued a corrective action based on this requirement.

The OPI continued to be concerned with the data indicating less than 100 percent of students with initial parental consent were evaluated within 60 days. The OPI continued to provide technical assistance to LEAs regarding methods for ensuring compliance with this requirement.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

## Monitoring Priority: Effective General Supervision Part B/Effective Transition

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in (a) but not included in (b), (c), (d) or (e). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

FFY	Measurable and Rigorous Target
2012	100% of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

**Actual Target Data for FFY 2012**

Table 12.1 below presents the data on children served in Part C and referred to Part B for eligibility determination in the 2012-2013 school year. The data of children referred was reported by Part C providers and was verified using the statewide student information system which contains the individual student records entered by the LEAs.

Table 12.1 Percent of Children with IEPs Developed and Implemented by Third Birthday for FFY 2012

Indicator 12 Measurement		Number and Percent of Children
(a)	Total children served in Part C and referred to Part B for eligibility determination	175
(b)	Children found NOT eligible and whose eligibility was determined prior to their third birthday	17
(c)	<b>Children found eligible for Part B and who have an IEP developed and implemented by their third birthday</b>	<b>124</b>
(d)	Parental refusal to provide consent caused delays in evaluation or initial services	27
(e)	Children who were determined eligible for Part C less than 90 days before their third birthday	3
<b>%=[c/(a-b-d-e)]*100</b>	<b>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</b>	<b>96.9%</b>

**Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

Target data for FFY 2011 (2012-2013 school year) indicate that **96.9** percent of the children referred by Part C prior to age three and found eligible for Part B have an IEP developed and implemented by their third birthdays. In addition, parent refusal to provide consent caused delays for **27** of the 175 children referred by Part C. Further, **17** of the 175 children referred were found not eligible prior to their third birthdays. The result is **four** of the 175 children referred by Part C (or 2.3 percent) did not have their eligibility determined or an IEP developed and implemented by their third birthdays.

A review of the data for those children not having their eligibility determined or an IEP developed and implemented by their third birthday, show the number of days beyond the third birthday ranges from four days to 43 days. Table 12.2 below provides the list of the most common reasons for delay in the eligibility determination and implementing an IEP by the child's third birthday.

Table 12.2 Reason for Delay for FFY 2012

Reason for Delay
Evaluation not completed
Schedule Conflict

Trend data indicates an increase in the percent of children referred by Part C prior to age three and found eligible for Part B with an IEP developed and implemented by their third birthday between FFY 2011 and FFY 2012 (see Table 12.3 below). It is important to note as well that measure (e) changed for FFY 2011. Prior to FFY 2011, the measure was number of children who were referred to Part C less than 90 days before their third birthdays. Beginning with FFY 2011, the measure for (e) has changed to number of children who were determined eligible for Part C less than 90 days prior to their third birthday.

**Table 12.3 Montana Trend Data for Indicator 12**

Indicator 12 Measurement		FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
(a)	Total children served in Part C and referred to Part B for eligibility determination	204	155	182	215	175
(b)	Children found NOT eligible and whose eligibility was determined prior to their third birthday	17	10	16	18	17
(c)	<b>Children found eligible for Part B and who have an IEP developed and implemented by their third birthday</b>	<b>98</b>	<b>92</b>	<b>134</b>	<b>159</b>	<b>124</b>
(d)	Parental refusal to provide consent caused delays in evaluation or initial services	48	33	22	13	27
(e)	For FFY 2011: Children who were determined eligible for Part C less than 90 days before their third birthday. For FFY 2008 to FFY 2010: Children who were referred to Part C less than 90 days before their third birthday	0	1	0	15	3
<b>%=[c/(a-b-d-e)]*100</b>	<b>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</b>	<b>70.5%</b>	<b>82.9%</b>	<b>93.1%</b>	<b>94.1%</b>	<b>96.9%</b>

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 12.4 below is used to assess the state's progress in meeting its performance target for FFY 2012. The state's established target for this indicator is **100** percent of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

**Table 12.4 Montana Performance Target Status for FFY 2012**

School Year	Number of children referred by Part C to Part B for Eligibility Determination (a-b-d-e)	Children found eligible for Part B and who have an IEP developed and implemented by their third birthday (c)	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays {%=[c/(a-b-d-e)]*100}	SPP Performance Target	State Performance Status
2012-2013	128	124	96.9%	100.0%	<b>Did Not Meet Target</b>

Target data for FFY 2012 indicate the percent of children referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthday, is **96.9** percent, while the established performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**



Montana did not meet its target for this indicator. The data for FFY 2012 indicated an increase in the percent of children referred from Part C prior to age 3 who were found eligible and had an IEP developed by their third birthday. The percent changed from 94.1 percent in FFY 2011 to 96.9 percent in FFY 2012. This represents substantial progress toward the 100 percent target for this indicator. The OPI continued to provide technical assistance to LEAs regarding the implementation of the Part C to Part B referral requirements. During the 2011-2012 school year the OPI worked closely with the Part C Lead Agency and Part C providers to provide training to LEAs on practices to improve compliance with these requirements.

For FFY 2012, at the time of data collection, the evaluation process and IEP development had occurred for all children for whom the eligibility determination had not been made or an IEP developed by their third birthday. Based on this, all instances of noncompliance with this requirement had been corrected in a timely manner. Each LEA which had an identified instance of noncompliance was required to provide subsequent documentation of 100 percent compliance with the Part C to Part B transition requirements. In the FFY 2011 APR, 10 incidents of noncompliance were noted regarding the Part C to Part B referral requirements. In all cases the eligibility determination and IEP development had occurred prior to the data collection. In all instances the noncompliance had been corrected in a timely fashion. The correction of all individual instances of noncompliance was verified through a desk audit. Therefore, the OPI verified that each LEA (1) is correctly implementing 34 CFR 300.124(b) based on a review of updated data, such as data subsequently collected through the state data system; and (2) had developed and implemented the child's IEP consistent with the OSEP Memorandum 09-02. Because these instances of noncompliance were verified to be corrected within 90 days of identification, no findings of noncompliance were issued. In each instance, the LEA had developed and implemented an IEP for children who were determined to be eligible.

As noted in the Indicator 15 Response Table, during the 2011-2012 school year no LEAs were issued findings of noncompliance related to this indicator.

The OPI uses a census-level data collection for this indicator. The Part C providers submit information regarding all children referred to a school district to the OPI. The OPI collates this data and verifies the referral through the statewide student database system. This system contains documentation of the referral, the eligibility determination and, if appropriate, the student's IEP. This allows the OPI to determine district compliance with the Part C to Part B transition requirements. By using this method, the OPI can account for all children who transition from Part C to Part B.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth with IEPs, aged 16 and above, with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (Revised January 2011)

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:**

Percent = # of youth with disabilities aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, annual IEP goals related to the student's transition services needs, and whose record also contains evidence that the student was invited to the IEP team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority divided by # of youth with an IEP age 16 and above times 100.

FFY	Measurable and Rigorous Target
2012	<b>100% of IEPs for students, ages 16 and older, will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.</b>

**Actual Target Data for FFY 2012**

The OPI collected the indicator data as a part of its compliance monitoring procedures during the 2012-2013 school year. Compliance monitors reviewed a sampling of student records for students, ages 16 and older, to ensure their IEPs include appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services were to be discussed and evidence that, if

appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.

**Table 13.4 Percent of Children Whose IEP Met the Indicator Requirements for FFY 2012**

School Year	Number of IEPs Reviewed (a)	Number Which Met the Indicator Requirements (b)	Percent Which Met the Indicator Requirements $\%=(b/a)*100$
2012-2013	63	58	92.1%

#### **Analysis of Target Data for FFY 2012 (2012-2013 School Year)**

During the 2012-2013 school year, student records for students ages 16 and older were reviewed for appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. The OPI also verified evidence that the student was invited to the IEP team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority. Of the 63 records reviewed, 58 were found to be compliant. This results in a finding of 92.1 percent of records meeting this indicator.

Of the records found out of compliance, most were related to measureable annual goals.. The OPI continues to provide intensive technical assistance to all LEAs and in particular those LEAs where incidents of noncompliance with these requirements are identified.

#### **Assessing State Progress in Meeting the FFY 2012 Performance Target**

The data presented in Table 13.2 below is used to assess the state's progress in meeting its performance target for FFY 2012. The state's established target for this indicator is **100** percent of IEPs for students, ages 16 and older, will have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.

**Table 13.2 Montana Performance Target Status for FFY 2012**

School Year	Number of Transition IEPs Reviewed (A)	Number of Transition IEPs Reviewed Meeting the Indicator Requirements (B)	Percent of IEPs Reviewed Meeting the Indicator Requirements $\%=(B/A)*100$	SPP Performance Target	State Performance Status
2012-2013	63	58	92.1%	100.0%	Did Not Meet Target

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

The FFY 2012 data for this indicator show a decrease in the percentage of IEPs for students, ages 16 and older, that include appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs from the percentage in FFY 2011. The compliance monitoring cycle that Montana utilizes is representative year to year, but fluctuations in data do result as a different group of districts is monitored each year.

The indicator 15 data indicate that the OPI issued 12 findings of noncompliance related to this indicator during the 2011-2012 school year. These findings were issued based on the LEAs' inability to demonstrate compliance with the transition requirements within 90 days of the identification of the noncompliance. All findings of noncompliance for FFY 2011 were corrected and correction verified within one year of notification of noncompliance. The OPI has verified through data submitted to the lead monitors that each district or state school with a finding of noncompliance reflected in the FFY 2010 data reported for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a state data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district or state school, consistent with the OSEP Memorandum 09-02.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2013 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

**Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
2012	<p>A. 27.0% of youth with disabilities who are no longer in secondary school will be enrolled in higher education within one year of leaving high school.</p> <p>B. 73.0% of youth with disabilities who are no longer in secondary education will be enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>C. 86.5% of youth with disabilities who are no longer in secondary education will be enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some</p>

	<b>other employment within one year of leaving high school.</b>
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**Actual Target Data for FFY 2012**

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey on a secure website.

The population for the survey is all high school students with disabilities reported as leaving school during the 2011-2012 school year by means of dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age.

The LEAs were provided a list of the leaving students that they reported and were required to conduct a follow-up survey with these students between May and September 2013. Montana has chosen to have LEAs report student outcome data for all students who had IEPs and are no longer in secondary school to ensure the greatest possible accuracy of our data. Because of the preponderance of small schools in Montana and close ties that generally exist between the school and community, teachers and other staff personally know the young adults and their families and, as a result, are often directly aware of the post-school outcome.

Table 14.1 below shows the actual number and percentage of respondents to the Post-School Outcomes survey who indicated that they were enrolled in higher education, competitively employed, enrolled in some other postsecondary education or training, or had some other employment. The numbers in these categories are unduplicated; that is, each respondent is counted in only one category.

**Table 14.1 Percent of Total Respondents by Category**

<b>Category</b>	<b>Number of School Leavers Who Responded to the Survey (a)</b>	<b>Number of Respondent School Leavers (b)</b>	<b>Percent of Total Respondent School Leavers %=(b/a)*100</b>
Enrolled in Higher Education	666	168	25.2%
Competitive Employment	666	320	48.0%
Some Other Postsecondary Education or Training	666	38	5.7%
Some Other Employment	666	53	8.0%

Tables 14.2 A, B and C below, show the number and percent of respondents for each of the measurement categories for this indicator.

Table 14.2A Percent enrolled in higher education

School Year	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education
2011-2012	666	168	25.2%

Table 14.2B Percent enrolled in higher education or competitively employed within one year of leaving high school

School Year	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed	Percent of Youth with Disabilities Enrolled in Higher Education or Competitively Employed
2011-2012	666	488	73.3%

Table 14.2C Percent enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment

School Year	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or Competitively Employed or in Some Other Employment	Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or Competitively Employed or in Some Other Employment
2011-2012	666	579	86.9%

As can be seen in the tables above, 25.2 percent of the respondents to the Post-School Outcomes survey indicated that they were enrolled in higher education, 48.0 percent of the respondents indicated that they were competitively employed, 5.7 percent indicated they were enrolled in some other postsecondary education or training program, and 8.0 percent indicated that they were employed in some other employment setting. When these responses are combined for the three indicator measures, the overall result is that 86.9 percent of youth with disabilities, who left school during the 2010-2011 school year, reported that they were either enrolled in higher education or some other postsecondary training program, or were competitively employed or in some other employment. This means that 13.1 percent of the survey respondents reported that they were neither enrolled in postsecondary education nor employed.

Response rates for the Montana Post-School Survey are presented in Table 14.3 below.

**Table 14.3 Montana Post-School Survey Response Rates for the 2011-2012 School Year**

Number of Youth with Disabilities Not In Secondary School (a)	Number of Returned Surveys (b)	Number of Surveys NOT Returned	Survey Response Rate %=(b/a)*100
1000	666	334	66.6%

**Analysis of Target Data for FFY 2011 (2011-2012 School Year)**

The representativeness of the surveys was assessed by examining the demographic characteristics of the students who responded to the survey compared to the demographic characteristics of all high school students with disabilities that left school during the 2011-2012 school year. This comparison was conducted using the Post-School Outcome Center's Response Calculator. The representativeness calculator indicated that all groups were not equally represented in the overall sample. The LD target response rate was 2.05 percent higher than the leaver representation. The dropout target response rate was 1.23 percent higher than the leaver representation. This data is reflective of probable post-school outcome success driving responsiveness in the case of LD students while also reflecting better post-school outcome success for the dropout population. Additionally, LEAs experience greater difficulty locating students from the dropout group for survey completion. Further review of the distribution of survey respondents by primary disability showed the respondent group is closely comparable to the distribution of high school students leaving school by primary disability.

As indicated in Table 14.2C above, the 2012-2013 data indicate that 86.9 percent of high school students with disabilities who had left secondary school during the 2011-2012 school year have been competitively employed, enrolled in some type of postsecondary school, or engaged in some other type of employment within one year of leaving high school. This overall result is higher than in the baseline year of 2008-2009. The data indicated more students were enrolled in higher education and more students were competitively employed than in the baseline year.

Montana also reviewed the survey response rates as indicated in Table 14.3 above. The response rate for FFY 2011 (2011-2012 school year) is 66.6 percent. This response rate represented 666 surveys returned for 1,000 school leavers. Activities planned to help increase the response rate are discussed in the Improvement Activities table.

**Assessing State Progress in Meeting the FFY 2012 Performance Target**

**Table 14.4 Montana Performance Target Status for FFY 2012**

Indicator	Indicator Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target	State Performance Status
14 A	25.2%	59.128.7%	22.1%	27.0%	Met Target
14 B	73.3%	76.5%	69.8%	73.0%	Met Target
14 C	86.9%	89.3%	84.2%	86.5%	Met Target

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana students exiting high school face numerous challenges in continuing education or training, as well as employment. The rural aspect of much of Montana provides limitations in accessing higher



education and/or vocational training due to constrictive travel distances and a limited economy. Likewise, employment opportunities in rural communities are limited and many youth choose to train and work on the family farm, ranch, or home-based business, many of which do not meet the standard of competitively employed.

Overall, Montana experienced slight decrease in the Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or Competitively Employed or in Some Other Employment. The variability of these numbers is directly related to the small sample reported.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012 *[If applicable]***

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2011

## Overview of the Annual Performance Report Development

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

[20 U.S.C. 1416 (a)(3)(B)]

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible, but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
2011	100% of the findings of noncompliance are corrected within one year from identification.

**Actual Target Data for FFY 2011**

The following table provides the summary data taken from the completed Attachment 1 - Part B Indicator 15 Worksheet that is attached to this document (see Appendix). The Indicator 15 Worksheet provides a breakout of the number of findings of noncompliance and the timeline for correction grouped by monitoring priority areas and other topical, non-priority areas.

Table 15.1 below presents summary data regarding the number of findings of noncompliance identified in the 2011-2012 School Year and the number of corrections completed as soon as possible, but in no case later than one year from identification.

**Table 15.1 Percent of Corrected Noncompliance for FFY 2011 (7/1/11 to 6/30/12)**

School Year	Number of Findings of Noncompliance identified (a)	Number of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification (b)	Percent of noncompliance corrected within one year of identification $\%=(b/a)*100$
2011-2012	86	85	98.8.0%

The table above indicates there were 86 findings of noncompliance issued in FFY 2011 and all but one of those findings of noncompliance were corrected within one year of identification. The finding not corrected within one year of identification was corrected prior to this report. The finding was issued to a residential facility whose administration was in flux. New administration made the correction soon after assuming their position.

Correction of identified noncompliance was verified using both prongs of the verification process described in the OSEP's 09-02 Memorandum and subsequent guidance from the OSEP. Each LEA in Montana has an on-site monitoring record review on a five-year cycle. Residential and correctional facilities are reviewed on a three-year cycle. The OPI monitoring staff selects records for review and uses a standard record review protocol to conduct the reviews. During this process, instances of noncompliance with the requirements of the IDEA regulations are identified. Following the on-site review, each LEA is provided with a list, by student, of every instance of noncompliance identified during the review. The LEAs are given a specific set of timelines in which to correct every instance of noncompliance. Following the initial verification of correction, the OPI staff review additional records completed subsequent to the identification of the noncompliance to verify that the LEA is complying with all IDEA regulations. If an LEA completes the correction of each instance of noncompliance, and provides the OPI with sufficient additional records to verify ongoing evidence of compliance, then no finding is issued to the LEA. This practice by the state is based on the guidance provided by OSEP in the *FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR)* document. In the process for determination of findings, the OPI considers a variety of factors, including: (1) whether the noncompliance was extensive or found in only a small percentage of files; (2) whether the noncompliance showed a denial of a basic right under the IDEA (e.g., an extended delay in initial evaluation beyond applicable timelines with a corresponding delay in the child's receipt of FAPE, or a failure to provide any services in accordance with the IEP); and (3) whether the noncompliance represents an isolated incident in the LEA, or reflects a long-standing failure to meet IDEA requirements. When data indicate that additional evidence of sustained post-monitoring compliance is necessary, the OPI requires the district to obtain additional training and/or submit additional evidence of sustained compliance.

The same verification procedures are used for all noncompliance, whether collected through the state's on-site monitoring system, desk review of records, state complaint or due process hearing decisions, or statewide student data system.

### Assessing State Progress in Meeting the FFY 2012 Performance Target

The data in Table 15.2 below is used to assess Montana's progress in meeting its performance target for FFY 2012. The performance target for this indicator is **100** percent of findings of noncompliance will be corrected within one year from identification.

**Table 15.2 Montana Performance Target Status for FFY 2012**

School Year	Number of Findings of noncompliance identified	Number of Findings of noncompliance for which correction was verified no later than one year from identification	Percent of Findings of noncompliance corrected within one year timeline	SPP Performance Target	State Performance Status
2011-2012	86	85	98.8.0%	100.0%	Target Not Met

For FFY 2012, the percent of findings of noncompliance corrected within one year of identification is **98.8** percent and the performance target is **100** percent. Therefore, Montana did not **meet** its performance target.

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012

Montana did not meet its target for this indicator. For FFY 2011 the OPI Special Education Division made 86 findings of noncompliance with the requirements of IDEA. As was noted above, all but one of the findings of noncompliance were corrected, and the correction was verified, no later than one year from the identification of the noncompliance. The finding not corrected within one year of identification was corrected prior to this report. The number of findings issued was significantly lower than the number issued in FFY 2010.

During the 2011-2012 school year the OPI continued to conduct its compliance monitoring using policies and procedures that were consistent with the guidance in OSEP's 09-02 Memorandum. The OPI continued to conduct on-site compliance monitoring activities which identified instances of noncompliance with the IDEA requirements. Findings of noncompliance were issued only when the OPI could not verify LEA compliance with the IDEA requirements within 90 days of the date the noncompliance was identified. Once a finding of noncompliance was issued the OPI was able to verify the correction of all identified noncompliance using both prongs of the 09-02 Memorandum as soon as possible, and in all but one case no more than one year from the date the noncompliance was identified.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2012***[If applicable]*

Montana has listed Improvement Activities for all indicators in a table at the end of this APR.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2012	Given a minimum N of 10, 75% of resolution sessions will result in a written settlement agreement.

## Actual Target Data for FFY 2012

Table 18.1 below presents data for hearing requests that were resolved through resolution session settlement agreements for FFY 2012. The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act*.

**Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2012**

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	1
(a)	Written settlement agreements	0
$\% = [(a)/(3.1)] * 100$	Percent of hearing requests with settlement agreements	0.0%

The Montana Office of Public Instruction had one hearing request that went to a resolution session for FFY 2012. That resolution meeting did not result in a written settlement agreement prior to the end of the fiscal year. A written settlement agreement was subsequently reached. Guidance from the OSEP indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana continues to have very low numbers of hearing requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal hearing request. Guidance from the OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/  
Resources for FFY 2012 *[If applicable]***

No revisions were made to the State Performance Plan for this indicator.

## Part B State Annual Performance Report (APR) for FFY 2012

## Overview of the Annual Performance Report Development

## Monitoring Priority: Effective General Supervision Part B / General Supervision

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

[20 U.S.C. 1416(a)(3)(B)]

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2012	Based on the OSEP instructions, baseline or targets will not be established until the number of resolution sessions reaches 10 or greater.

**Actual Target Data for FFY 2012**

Table 19.1 below presents the data on mediations held that resulted in mediation agreements for FFY 2012 (2012-2013 School Year). The data is taken from Section B of *Table 7- Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*.

**Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2012**

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	2
(a)(i)	Mediation, related to Due Process, with agreements	2
(b)(i)	Mediation, not related to Due Process, with agreements	0
$\% = [(a)(i) + (b)(i)] / (2.1)$	Percent of mediations held resulting in agreements	100.0%

For FFY 2012, the OPI had a total of two mediation requests. Both were related to due process and both of those resulted in a written agreement. No mediation requests were pending at the end of FFY 2012. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012**

Montana continues to have very low numbers of mediation requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal mediation request. Guidance from the OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as the number of mediations that result in agreements reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/  
Resources for FFY 2012 *[If applicable]***

No revisions were made to the State Performance Plan.



**Montana Improvement Activities FFY 2013****Introduction**

The Special Education Division of the Office of Public Instruction (OPI) provides multiple services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are aligned with Superintendent Juneau's Graduation Matters Montana initiative, common core standards, Montana's State Personnel Development Grant, our Comprehensive System of Personnel Development (CSPD), and our State Performance Plan, including its improvement activities. The special education division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts and other special education programs in the state. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly.

Montana is a frontier state that is often described as a small town with very long streets. The special education and disability communities are relatively small, but close knit. Personal acquaintanceships and relationships are cultivated and nurtured. We maintain an ability to communicate and exchange information on a less formal basis at times than in many other states and agencies. To promote all the relationships we value, we hold a strong presence in the public forum where there is an intense interrelationship between agencies, associations, advisory panels and councils with special education staff serving both appointed and designated multiple advisory and liaison roles. The same holds true with the membership of the state special education advisory panel with strong representation, including not only required member roles, but from a cross section of the disability community including students. Dissemination of information from all these forums is routinely distributed to participants and to the public which then encourages ongoing input and discussion.

Guidance for Montana's Improvement activities comes from this broad acculturated group of stakeholders starting with the advisory panel and supplemented with input gained firsthand from the multiple agencies, groups, and individuals our office seeks out and engages.

Montana's CSPD system is recognized nationally as a premiere model of a truly comprehensive system. With a statewide and regional council structure, CSPD is highly organized and effective. The SPP indicator data are interpreted not only on a statewide basis but by CSPD region. This allows regions to be responsive to unique needs in their part of the state. Each CSPD activity is targeted to APR indicators and activity evaluations are reviewed as to effectiveness. The CSPD is the active extension of the OPI and is our primary means of delivering improvement activities to Montana's educators. We recognize that improved results for students with disabilities require a "whole school" approach. The majority of educators that participate in CSPD activities are primarily from general education.

Specific detail follows in the activities.

Activity	Description	Indicators
1. Results-Driven Programs and Professional Development	<p><b>The Montana Behavioral Initiative (MBI)</b>, which is Montana's Positive Behavior Intervention and Supports System (PBIS) initiative has been in place for over 15 years. The MBI continues to provide training to LEA staff through two prongs to improve school climate, instructional techniques, and implementing school-wide approaches to positive behavioral intervention and support. First, the MBI Summer Institute is held each summer. In June 2013 the Summer Institute attracted over 1,000 attendees from across Montana and other states. These attendees received a week-long series of workshops in topics such as PBIS, RTI, changing school climate, and improving instructional techniques.</p> <p>The second prong of MBI is at the school level. Approximately 90 of Montana's schools have enlisted to be "MBI Schools." These schools are provided with intensive team training and support in implementing PBIS initiatives with their schools. Each school is provided with an MBI Consultant to facilitate the implementation process with the schools and to assist in gathering data.</p> <p>Another component of the MBI is MBI Youth Days. Youth Day activities brought together students from across Montana is a series of regional meetings. The Youth Day activities focused on character education and service learning and resulted in the teams of students creating action plans for their schools regarding the implementation of the MBI process. These workshops addressed leadership skills, asset building and bullying prevention through student-directed activities.</p> <p>During the 2012-2013 school year the OPI continued a project with the Quaglia Institute to implement the "My Voice" student survey in the MBI schools. This survey gathers data regarding student aspirations and gives students an opportunity to provide feedback to the school regarding their views of the school environment. Training on how to involve students in discussions and use the survey data to improve student engagement was provided to each school that used the survey.</p> <p>Montana's <b>Comprehensive System of Personnel Development (CSPD)</b> and the <b>State Personnel Development Grant (SPDG)</b> provide professional development opportunities, technical assistance, and support to enhance LEA's knowledge and implementation of effective strategies to improve graduation rates and decrease student dropout, in providing FAPE in the LRE with nondisabled peers, training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting, research-based strategies to improve student achievement, and provide training in practices to improve instruction through the Response to Intervention (RTI) project. They also provide statewide training, technical assistance and guidance for IEP teams in IDEA requirements and state procedures, including specific training on timeline requirements.</p> <p>The five (5) regional CSPD Councils analyze the alignment between the data in the APR and the professional development activities offered in each region. The OPI implemented procedures for the alignment of the professional development offered in each region to the SPP indicators. Based upon an analysis of the SPP/APR data for a given region, the CSPD Council identified the training needs for the region and provided the OPI with a description of which indicator(s) each professional</p>	1-15

	<p>development activity was addressing. This process focused the professional development activities offered throughout Montana on improving the results for students related to each SPP indicator. The CSPD Regions are providers of “just in time” professional development. Based on the performance of the schools on the indicators, the CSPD Regions respond to these needs and provide the appropriate professional development, i.e., instructional strategies, reading, math, transition, early childhood, paraprofessional, etc. The CSPD Regions also provide trainings for general educators to ensure access to the general education curriculum.</p> <p>The OPI and CSPD Council developed an <b>Early Childhood Partnership for Professional Development (ECPPD)</b> committee which provides professional development opportunities for LEA staff involved in the education of preschool-age children. The ECPPD brings together all agencies and organizations that are providers of early childhood education. This includes Head Start, the Governor's Best Beginnings Council, the OPIs Indian Education Division, Part C agency and providers, home day-care providers, center-based day-care providers, and Striving Readers programs. The ECPPD provides the forum for these groups to facilitate consistent professional development for all personnel in early childhood education. Trainings are provided by the CSPD Regions and Part C providers, with continuing education units provided by the Early Childhood Project.</p> <p>Also under the CSPD, the <b>Paraprofessional Consortium</b> is comprised of paraprofessionals, parents, teachers, and administrators in general and special education. The consortium provides resources to support paraprofessionals to be appropriately trained to work with students. The consortium has a Website which provides resources, information on Qualified Paraprofessionals, assessment information, evaluation, employment and recognition. Professional Development is provided through the CSPD regions. Twenty modules are available and provided by trainers in topics such as autism, behavior management, teaming, orientation to special education and others.</p> <p><b>Training activities for general education personnel</b> continue to be supported by the SPDG and IDEA funds to provide them with skill sets to respond to the needs of students with disabilities in the regular education classroom. Additionally, regular education personnel are encouraged to participate in any training offered through the CSPD regions or OPI training activities and do so in significant numbers. Division of Special Education staff provided workshops for general education teachers as a part of the MEA/MFT educator conference, at other state conferences and CSPD workshops, as well as at LEA request. The annual MBI conference has been extremely successful in providing general education personnel the skills necessary to implement positive supports in the regular education setting.</p> <p>The CSPD regions work closely with the <b>Regional Education Service Areas (RESAs)</b> to provide professional development in both general and special education. The CSPD and RESAs coordinate their professional development activities to meet the needs of educators in their regions. The RESAs are supported through the OPI Accreditation Division. The CSPD coordinators and SPDG director participate in the RESA State Advisory Council. The RESAs and CSPD regions assist with Common Core trainings and work closely with the Striving Readers programs.</p>	
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	<p>The OPI provided training in the <b>Mandt System</b> to LEAs at their request to establish a comprehensive, integrated approach to preventing, de-escalating, and, if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. This training continues to be provided at no cost to LEAs.</p> <p>The SPDG also funds the development of <b>Standards-Based IEP training</b> materials to align IEP goals to results. This work was done through the Rural Institute at the University of Montana and in collaboration with the OPI's Accreditation and Assessment Divisions. Materials are available on the OPI Website at:</p> <p><a href="http://opi.mt.gov/Curriculum/MontCAS/MontCAS_Presents/index.php">http://opi.mt.gov/Curriculum/MontCAS/MontCAS_Presents/index.php</a></p> <p>In addition to the work of the CSPD regions, the Special Education Division staff implemented a number of training initiatives aimed at improving student outcomes. Examples of these initiatives included the <b>Montana Autism Education Project (MAEP)</b>, <b>Response to Intervention (RTI) project</b>, and the <b>School Mental Health (SMH)</b> initiative.</p> <p>The Montana Autism Education Project (MAEP) expanded the provision of on-site assessment and consultation regarding individual children as well as broader training opportunities at LEA, regional, and state-wide levels to improve the LEA's ability to respond to the challenging behaviors and other instructional needs of children with autism and other low-incidence disabilities.</p> <p>The MAEP coordinator supervised seven behavioral consultants who provided technical assistance and training to LEA staff and pre-service university programs who educate students with autism and significant cognitive delays. This provided staff development to general and special education staff and pre-service education and speech pathology students.</p> <p>Student-specific technical assistance activities include: observations of students and discussion with current staff; review of the IEP with technical assistance on developing comprehensive autism services; and consultations on the development of behavioral intervention and communication strategies.</p> <p>Professional development activities included: providing training in communication strategies (i.e., PECS, iPads); providing training on effective components of programs for students with autism; and functional behavior assessment and the development of behavior intervention plans. The MAEP also provided financial assistance to school and pre-service staff to attend non-MAEP workshops and trainings.</p> <p>Additionally, the MAEP sponsors access to an online training curriculum in educating students with autism spectrum disorders.</p> <p>The OPI School Mental Health (SMH) coordinator worked collaboratively with the Children's Mental Health Bureau at the Department of Public Health and Human Services (DPHHS) to facilitate the provision of mental health services in schools through CSCT (Comprehensive School and Community Treatment Services). This position continues to serve on the</p>	
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	<p>DPHHS sponsored CSCT work group. Additional SMH activities included social and emotional learning, trauma-informed supports, suicide prevention, and positive behavior supports in alternative settings. Such proceedings are accomplished through joint trainings, interagency and multi-systems collaboration, the development and ongoing work of Community of Practice (CoP) webinars hosted by the IDEA Partnership, annual face to face CoP meeting, conference calls and the establishment of School Mental Health integration into the annual MBI (PBIS) Summer Institute. The SMH coordinator at the OPI promotes enhanced collaboration toward system integration among families, youth-serving agencies and working toward whole person wellness within our schools. The coordinator also co-authored two publications cited here.</p> <p>Butts, E., Casey, S., Ewen, C.,(in press). Advancing School Mental Health in Montana: Partnership, Research, Policy. (Eds. M. Weist, N. Lever, C Bradshaw, &amp; J Owen). Handbook of School Mental Health 2nd Edition. Springer, New York.</p> <p>Paternite, C, Butts, E (2013). Advancing the Interconnected Systems Framework in States. In An Interconnected Systems Framework for Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (Eds. L Eber, S Barrett, M Weist), University of Oregon Publishing, Eugene, OR</p> <p>The <b>Response to Intervention (RTI) project</b> enrolled nearly 100 schools in the project for training. The majority of these schools have been in training for three or more years and are in the implementing or advanced stages. Montana currently has 20 schools that have achieved a sustaining status. Regional consultants assisted RTI problem-solving teams on-site in implementing and improving the project in their schools. Building problem-solving and intervention capacity in schools also greatly increases the ability of schools to appropriately identify students with disabilities. The OPI staff also worked with and supported all CSPD regions to provide RTI support trainings to school-level teams.</p> <p>During FFY 2012, the OPI continued its collaboration with the <b>IDEA Partnership</b>, the School Administrators of Montana (and its affiliated groups), the MEA/MFT, the Montana Association of School Psychologists and others that make up the Montana RTI Council to provide guidance to facilitate the implementation of the RTI process in Montana. The partnership also supports the SMH community of practice.</p> <p>The <b>Graduation Matters Montana Initiative</b> is the OPI's office-wide effort to ensure that all students graduate college and career ready. This work brings together all of the resources of the office to work with schools, families, and other community partners to make the successful completion of secondary education a goal for all students.</p> <p>Under a <b>School Improvement Grant (SIG)</b>, the OPI Title I Division worked to improve the instructional practices in Montana's four lowest performing schools. Special Education Division staff worked closely with the SIG staff to provide intense technical assistance and training to the LEA staff in these four districts.</p> <p>The Special Education Division provided targeted technical assistance to</p>	
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	<p>LEAs demonstrating need for support and wide-ranging understanding and implementation of the special education process. As an example, for many years OPI staff has provided an array of trainings and technical assistance opportunities, as well as moral support designed to specifically meet the wants and needs of an LEA with unique community and cultural needs. Examples of trainings and technical assistance opportunities provided included review of current policies, practices, and procedures; student specific technical assistance; and individual assistance to staff upon request.</p> <p>The OPI Special Education Division staff collaborated with the Division of <b>Indian Education</b> and other OPI staff on the development and delivery of professional development related to the unique needs of Montana's students. In particular, an understanding of American Indian Culture and factors that lead to a higher dropout rate for American Indian students is felt to be a critical component in keeping students in schools. As with all students, data on American Indian students with disabilities who have dropped out of school is analyzed and shared with the Division of Indian Education and the Board of Public Education. Special Education staff analyzed data on American Indian students with disabilities for the Indian Education staff to facilitate in designing activities to decrease the dropout rates of American Indian students.</p> <p>Likewise, the Special Education Division staff continued to work with staff from the Division of Indian Education to examine data regarding long-term suspension and expulsion rates for American Indian students across Montana. These data were used to provide targeted technical assistance to LEAs regarding strategies for reducing long-term suspension and expulsion rates. Additionally, staff from the Division of Indian Education participated in the planning for the MBI Summer Institute and in the ECPPD council.</p> <p>Another component of support for Graduation Matters is the intense professional development opportunities the office provided related to <b>Secondary Transition</b>. The OPI's Transition Specialist coordinates specific trainings related to all secondary transition requirements. These trainings were presented to individual LEAs, as well as at conferences and regional events. Training materials related to secondary transition are on the OPI Website, as well as included in a transition blog. The link to the blog is: <a href="http://opi.mt.gov/groups/secondarytransition/blog/">http://opi.mt.gov/groups/secondarytransition/blog/</a></p> <p>An LEA which received a finding of noncompliance related to transition was required to participate in LEA-level professional development. Secondary Transition training materials are available at: <a href="http://www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_13">http://www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_13</a>.</p> <p>The OPI cosponsored with the governor's office, the fifth annual statewide <b>Youth Transition Conference</b> which brought together professionals from agencies and service providers involved with youth, schools, and students with disabilities and their families to demonstrate the resources available within our state. This conference provides an opportunity for interagency collaboration and allows students and parents to establish connections with agencies that they otherwise might have difficulty connecting with because of the very rural nature of many of Montana's communities. The OPI also supported the <b>Montana Youth Leadership Forum (MYLF)</b> whose mission is to identify students with</p>	
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	<p>disabilities who have exhibited leadership skills, and equip them with additional training so that they may become leaders by example. Special education specialists participated with the MYLF Advisory Council to plan and implement the leadership forum.</p> <p>The OPI continued to implement the <b>Deaf-Blind project</b> in collaboration with the University of Montana Rural Institute and the <b>Montana School for the Deaf and Blind (MSDB)</b>. This project provided technical assistance to LEAs on issues related to the provision of FAPE in the LRE to students with deaf-blindness.</p> <p>The OPI continued to provide funding to the MSDB to support outreach services, the statewide audiologist, training of educational interpreters, and training and support for other LEA staff regarding the evaluation and provision of special education and related services.</p> <p>The OPI targeted <b>Child Find</b> for intense technical assistance to LEAs to ensure that students with suspected disabilities are fully considered and evaluated for eligibility for special education and related services across multiple settings, including school, preschool, Head Start, other daycare, and home or private preschool. Technical assistance and training were also provided on effective child find practices and transition from Part C to Part B.</p> <p>Under the supervision of the OPI's 619 Coordinator, the OPI provided training and technical assistance to LEA staff, Part C providers, Head Start programs, and Day Care providers pertaining to the <b>requirements under IDEA for preschool students</b>. Multiple trainings were held with Part C providers, Mental Health coordinators and Head Start directors. These focused on implementation of joint agency procedures, transition from Part C to B, common guidance and engagement of daycare providers. The Special Education Early Childhood Website can be found at:  <a href="http://www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_5">http://www.opi.mt.gov/Programs/SpecialEd/Index.html#gpm1_5</a></p> <p>The OPI provided broad detailed training on the <b>IDEA regulations and state administrative rule</b>. Each fall the OPI school improvement/compliance monitoring staff conducts full-day trainings for special educators across Montana regarding the requirements of IDEA and the step-by-step process for documenting compliance using Montana's Achievement in Montana (AIM) student data system. This training is comprehensive in scope and detail. Particular emphasis is given to issues such as timelines, identified through compliance monitoring and data analysis. Additionally, OPI Special Education Division staff provided training to general educators, special educators, administrators, and parents regarding the IDEA requirements through sessions at the statewide CEC, MCASE, and MEA-MFT conferences, as well as during training sessions provided to LEAs participating in the compliance monitoring process.</p> <p>The special education division developed a new training for school administrators and presented it numerous times across the state. This training focuses on the role and responsibilities of superintendents and Principals in the special education process. Emphasis is given to the administrator's importance in facilitating implementation of effective</p>	
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	practices, policies, and procedures and how to avoid problems resulting from inappropriate actions or lack of action.	
2. Other Agencies, Organizations and OPI Relationships  Collaboration and Support	<p>The OPI Special Education Division staff has developed productive working relationships with other <b>Montana Agencies</b> that serve youth and adults with disabilities. Division staff participated as members of advisory councils for Vocational Rehabilitation, Juvenile Justice, Developmental Disabilities, the State Independent Living Council and the Mental Health divisions of the Department of Public Health and Human Services. These connections have allowed the OPI staff to build strong working relationships with other agencies, which resulted in multiple collaborative projects that have strengthened the commitments of all involved to working with Montana's youth to facilitate smooth transitions from birth to adulthood.</p> <p>Working with staff from the Technical Assistance for Excellence in Special Education (TAESE) center, the OPI has facilitated the <b>Montana Higher Education Consortium (HEC)</b> for over ten years. The HEC continues to be a part of CSPD and brings together members of the School of Education faculty from each of the colleges and universities in Montana. Participation in the consortium is strong, and includes faculty members from each of the public and private colleges in Montana. This group has worked to provide greater standardization of the teacher training programs in Montana, and has worked together to improve pre-service training programs. This group also is analyzing dispositions of teacher candidates and how to address them, resulting in better qualified educators.</p> <p>The OPI continued to provide grant monies to the parent training and support center <b>Parents, Let's Unite for Kids (PLUK)</b>. This supports the organization's efforts to provide training and information to improve parental involvement, training to parents and others regarding the requirements of the IDEA and effective strategies for parents to participate in their child's education. The PLUK has been instrumental in providing parents with information on rules, regulations, instructional strategies and ways in which parents can be effectively involved in their child's education. In addition, the OPI staff continued to provide training to PLUK staff and included PLUK parent support staff as members of the Special Education Advisory Panel and the CSPD regional and statewide councils.</p>	1,2,4-6,8,11-13,15
3. Early Assistance/ OPI Legal Division	<p>The OPI continued to implement its strong <b>Early Assistance Program (EAP)</b> to allay the number of complaints needing investigations and to facilitate the resolution of disagreements as quickly as possible. The EAP is an ongoing collaboration between the Special Education and Legal divisions of the OPI. The EAP also consults with PLUK representatives who advocate for parents in the dispute resolution process. The EAP officer, and/or part-time seasonal personnel are available to facilitate discussions between the parties in disagreement and can often find a simple resolution to the issues of the disagreement. The EAP officer, or other OPI staff, is also available to attend an IEP meeting if necessary to facilitate discussions and reach a resolution without having to engage the formal complaint process.</p> <p>The OPI provided the annual training to hearing officers on the IDEA, which included updates on hearings and court cases, techniques to improve conduct of hearings, and new federal and state rules. Complaint investigators, mediators and OPI staff also participated.</p>	1,4-6,8,10,13,15

	<p>Participants were provided information about additional training opportunities available to hearing officers and administrative law judges in the region. This training also provided an overview of the IDEA regulations, including changes regarding parent consent, recent case law, and the timeline requirements for the conduct of due process hearings.</p> <p>The OPI Legal Division staff receives all complaints and assigns cases to hearing officers as necessary. As a part of this process, the Legal Division staff calendars all hearings and keeps in constant contact with the hearing officers to ensure compliance with all timeline requirements.</p>	
4. Compliance Monitoring	<p>The OPI uses its compliance monitoring data to identify technical assistance needs and priorities across the state. Regional and LEA-specific technical assistance and trainings are provided as a proactive function to improve compliance with the IDEA requirements and to improve results for students. The OPI conducts on-site monitoring visits to every LEA in Montana on a 5-year compliance monitoring cycle. The process includes a district and individual student record review to determine LEA compliance with the IDEA requirements. Any incidence of noncompliance with the IDEA regulations is identified to the LEA and required to be corrected in accordance with OSEP 09-02 memo. Montana approaches and promotes compliance monitoring as an improvement activity and emphasizes the improved practices and results as positive outcomes. Records are reviewed of each special education teacher in LEAs being monitored. This again, reinforces Montana's commitment to relationships. Trainings are offered to districts being monitored in upcoming years and records reviewed are discussed with each teacher. Post-monitoring follow-up and training are offered.</p> <p>The OPI developed an enhancement to the monitoring process to systematically address instances when potential noncompliance in an LEA was suspected or alleged, and knowledge of such activity was gained outside of the compliance monitoring cycle. The process was designed to address those issues in a manner that ensures compliance expeditiously and effectively without creating barriers to relationships between parents and districts. A circumstance-specific process is determined and implemented by an OPI team to conduct information and fact finding, determine action(s) if appropriate or required, and track progress of any required actions or correction. Affirmatively addressing potential compliance issues that are not discovered using the monitoring process lessens the need for parents and other parties to resort to state complaints or due process hearings and enables the state to meet the requirements of the OSEP 09-02 memo to address all noncompliance identified by the Department.</p> <p>Consistent with the ongoing guidance provided by OSEP, including the 09-02 Memorandum, the OPI implemented a process that allowed identification of all incidents of noncompliance with the IDEA regulations and notification to LEAs of these instances of noncompliance in a manner that allows them to be corrected quickly, and in no case more than one year from the date the noncompliance was identified. A compliance monitoring tracking system ensures that all incidences of noncompliance and subsequent findings of noncompliance for each LEA are corrected within required timelines.</p> <p>During FFY 2010, the OPI implemented a Web-based monitoring record</p>	1-15

	<p>review system which improved the reliability of monitoring findings and reduced the amount of time it takes the OPI staff to ensure correction of monitoring findings. This system allowed the OPI staff to quickly provide each LEA with a description of each identified incidence of noncompliance and the required action(s) to correct the noncompliance. This system provided the LEAs the information necessary to fully correct all identified noncompliance in a timely fashion.</p> <p>The OPI assigned a lead monitor for each on-site monitoring visit. This lead monitor was responsible for reviewing LEA progress on meeting the requirements of any corrective actions on a monthly basis to ensure that all corrective actions were completed within the designated timelines and in no case more than one year from the date of identification.</p> <p>The Special Education Division continued as well to review data from due process, mediations, and complaints to ensure compliance and correction.</p>	
5. Other Office of Public Instruction Support	<p><b>The Special Education Webpage at:</b> (<a href="http://www.opi.mt.gov/Programs/SpecialEd/Index.html">http://www.opi.mt.gov/Programs/SpecialEd/Index.html</a>) contains information relevant to the provision of special education and related services in Montana. The Webpage provides information in the following broad areas.</p> <ul style="list-style-type: none"> <li>• Guidance and Technical Assistance--Information to assist Part B Programs in developing and implementing policy, practices and procedures to ensure the provision of FAPE.</li> <li>• Training Materials—Web-based instructional modules related to topics such as secondary transition, standards-based IEPs, etc.</li> <li>• Laws, Regulations and Rules—Pertinent federal and state laws, regulations, and administrative rules.</li> <li>• Data and Reports—Access to state and LEA information such as the SPP/APR, allocation reports, MOE reports, etc.</li> <li>• Links to other resources</li> </ul> <p>The OPI staff continues to be available on a daily basis to provide real-time support and guidance to LEA staff, parents, and others in complying with IDEA regulations and all data collection requirements. Other assistance included student-specific technical assistance, staff training at the LEA, regional, and statewide levels through on-site visits, regional presentations, and presentations at various conferences.</p>	1-15

## PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	5	4
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	34	34
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	3	3	3
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	4	6	6

9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	16	16
	Dispute Resolution: Complaints, Hearings	1	3	3
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

13. Percent of youth, aged 16 and above, with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	12	12
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			86	85
Percent of noncompliance corrected within one year of identification =			(b) / (a) X 100 =	98.84%
(column (b) sum divided by column (a) sum) times 100.				



## Attachment 2: Overview of Montana's Statewide Performance for FFY 2012

Part B - State Performance Plan Indicators	State FY 2010	State FY 2011	State FY 2012	State FY 2013	State FY 2014
1 - Graduation Rates	Not Met (76.8%)	Not Met (74.9%)	Met	Not Met (69.2%)	Met
2 - Dropout Rates	Met	Met	Met	Met	Met
3A - AYP Objectives	Not Met (8.8%)	Not Met (17.8%)	Not Met (8.2%)	Not Met (6.9%)	Not Met (0.0%)
3B.1 - Participation Rates in Reading	Met	Met	Met	Met	Met
3B.2 - Participation Rates in Math	Met	Met	Met	Met	Met
3C.1 - Proficiency Rates in Reading	Met	Met	Met	Met	Met
3C.2 - Proficiency Rates in Math	Not Met (27.8%)	Not Met (30.1%)	Not Met (31.4%)	Not Met (30.9%)	Not Met (28.5%)
4A - Suspension and Expulsion Rates	Met	Met	Met	Met	Met
4B - Suspension and Expulsion Significant Discrepancy				Met	Met
5A - Served in Reg Class > 80% of the day	Met	Met	Not Met (51.1%)	Not Met (49.0%)	Not Met (47.3%)
5B - Served in Reg Class < 60% of the day	Met	Met	Not Met (12.7%)	Not Met (13.7%)	Not Met (13.1%)
5C - Served in separate schools	Met	Met	Not Met (1.73%)	Met	Met
6 - Preschool Setting					
7 - Preschool Outcomes		Met	Met	Met	Met
8 - Parents Report School Facilitated Involvement	Met	Met	Met	Met	Met
9 - Disproportionality - Race/Ethnicity	Met	Met	Met	Met	Met
10 - Disproportionality - Disability	Met	Met	Met	Met	Met
11 - Evaluations within 60 Days (100%)	Not Met (90.1%)	Not Met (97.2%)	Not Met (97.4%)	Not Met (96.8%)	Not Met (97.6%)
12 - Part C to Part B Transition (100%)	Not Met (70.5%)	Not Met (82.9%)	Not Met (93.1%)	Not Met (94.1%)	Not Met (96.1%)
13 - Coordinated, measurable, annual Transition Goals (100%)			Not Met (51.5%)	Not Met (96.7%)	Not Met (92.1%)
14 A - Enrolled in higher education within one year of leaving high school			Met	Met	Met
14 B - Enrolled in higher education or competitively employed within one year of leaving high school.			Met	Not Met (58.9%)	Met
14 C - Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.			Met	Met	Met
15 - General Supervision (100%)	Met	Met	Met	Met	Not Met (98.8%)
16 - Resolved Written Complaints within 60	Met	Met	Met		

Days (100%)					
17 - Hearing Requests Adjudicated within 45 days (100%)					
18 - Resolution Session Settlement Agreements					
19 - Mediation Agreements					
20 - Timely, Valid, and Reliable Data (100%)	Met	Met	Met	Met	Met